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my PRACTICE BOOK

# OUT AND AWAY

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LANGUAGE EXPERIENCE READING PROGRAM

# MY PRACTICE BOOK

OUT AND AWAY

LEVEL 4

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*illustrations by* Dickinson Studios

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1. A man went along our street calling at every house. He had brushes and brooms and many other things to sell. He was a peddler.

---

2. The family moved to a new house. Mother said, "The new house is bigger than the old one. We will have to get some new furniture. We must have more chairs. We must have another table. We need two new beds."

---

3. The new road was wide and smooth. Cars and trucks and buses went very fast on it. It was a new highway.

---

4. School is out, and now it is evening. The sun is setting, but it is not dark yet.

---

5. It rained and rained. The wind blew hard. Then it started to hail. It was a very bad storm.

---

6. Ants and bees and beetles are all insects.

---

7. When we were shopping downtown, we didn't have to walk up to the second floor. We stepped into the elevator, the doors closed, and up we went.

---

8. The airplane was ready to take off. It moved down the runway. As the pilot moved the wheel, the airplane left the ground. This pilot really knew how to fly a plane.

---

9. The man in the story was very, very tall. His head was in the clouds. He could step right over a hill. He was a giant.

---

10. The lion opened his mouth. He showed his teeth and made a noise. "That is the lion's way of talking," said Jack. "He growls all the time."

---

Write the missing letters in the blank spaces.

Use these letters:

f l g y c m h d w r n z

1. "I wish I could get a \_\_\_ish," said Mac.

"Look on your \_\_\_ook," yelled Tom. "Look at that big fellow. It's that \_\_\_ellow sunfish. It's the same one that \_\_\_ame swimming by before."

"Where is the net?" asked Mac. "Will you \_\_\_et it, Tom?"

"Will you let me pull it in?" asked Tom. "The fish is so big, the net is \_\_\_ull!"

Mac said, "I'll take it home. Maybe Mom will \_\_\_ake a fish \_\_\_ake for supper. Can you come to supper, too?"

Tom \_\_\_an to ask his mother.

2. Mr. Marr was driving along in his \_\_\_ar. He stopped at the mill on the \_\_\_ill.

"\_\_\_ill you tell me, please, how to get to the \_\_\_oo?" he asked.

"The best way is to turn \_\_\_est at the next corner," said Mr. Scott. "You can \_\_\_ot miss it."

Mr. Marr drove on. He saw a toad on the \_\_\_oad. He saw a deer \_\_\_ear the trees. He saw a dog sitting on a \_\_\_og. But no zoo!

Soon it was \_\_\_oon! Mr. Marr could not find the zoo. So he turned around and \_\_\_ound the way home.

"We will have to find the way another \_\_\_ay," he said.

**Put the right numeral on the line.**

\_\_\_\_\_ Kate and her friends can have fun looking at books.

\_\_\_\_\_ Kate feels as if the people in her books are her friends.

\_\_\_\_\_ Kate likes her other friends very much.

\_\_\_\_\_ What Kate says about her other friends must be right.


1. Kate said, "It will soon be time. Then I'll be happy. I like to play with Kim and Karl. But I wouldn't miss my other friends for anything."

3. "I can have as many friends in my room as I like. I have fun with them all. They are closed up in my books much of the time."

2. "Kate says so. Kate says that a giant and a lion and a queen live in her house. I know I'll see them there; Kate says so."

4. "I can have as many friends as I like. They look at books with me in my room. But they can't all come in at once."

**On the lines write the main idea for each paragraph.**

 1. One of Kate's friends was a giant. A giant is a very, very VERY BIG man. He might be as tall as a house or a tree. He could step right over a hill. He might weigh as much as ten ordinary men. That is why most people in stories were afraid of giants.

2. Another of Kate's friends was a fairy. A fairy is very tiny — maybe only as big as a sunbeam. A fairy might be smaller than a butterfly or a wee, little caterpillar. Maybe that's why many children have never seen a fairy.

**USE AFTER READING "KATE'S OTHER FRIENDS."**

**DIRECTIONS:** Have the pupils put the numeral for each paragraph in the blank in front of the sentence that tells what the paragraph is about.

**Special Exercise:** The pupils read each paragraph, decide on the main idea, and write it on the lines.

1. The train stopped at the station. People got off, and people got on. Then the train puffed off to the next station.

---

2. You don't need to wear a coat to school today. It is not cold, but it's not too warm. You had better take a sweater.

---

3. It rained and rained and rained. It was a very bad storm. We could hear the thunder. After the thunder, we waited to see the lightning flash.

---

1. Karen dropped the dish and broke it. She didn't mean to do it. It was an accident.

Which of these is an accident?

A car hits a boy's bike.

A little boy is very sick.

A boy has lost his toy car.

---

2. Kim said, "I have a message for you, Mrs. Brown. Mother will be late. She can't come over until Mary comes home."

If you give a message, you  
give someone a present in a box.  
tell someone something.

give someone a job to do.

---

4. I like to go camping, but I don't like the mosquitoes that buzz around at night. They fly into the tent and buzz and buzz. They are just waiting to bite you. Camping would be a lot more fun if mosquitoes stayed home.

---

5. "Where are you going?" asked Joan.

"Someplace," said Jan.

"That's not a very good answer," said Joan. "I still don't know where you're going."

---

3. Grandmother said, "I will take you downtown with me. We will buy our lunch in a restaurant. The waitress will ask you what you want. She will bring it to you."

In a restaurant you would most likely see

people standing talking.

people sitting at tables.

people doing their shopping.

---

Goosey-Gander was dragging a bag along on the grass.

"What's in that paper bag?" asked Mac Duck. And he flew down from the top of the wall and landed beside the bag.

"Mac Duck, will you kindly keep away from my package? It's a present for the king," said Goosey-Gander.

"That's queer," said Mac Duck. "People usually take presents to the queen."

"I fixed a box for the queen too," said Goosey-Gander. "It's

in the bag. I don't want Foxy-Loxy to see it."

"Can't I see what the presents are?" asked Mac Duck, as he stepped closer.

"It's just a jar of jam for the queen," said Goosey-Gander, "but I have a ring for the king. I'd let you see them, but I'm really in a hurry and I must run right along, because it's a long way to the king's palace. But you may come with me if you like."

So off they went together.

**Underline the correct word.**

1. Goosey-Gander was pulling a \_\_\_\_\_ across the grass. (pack, sack, jack)
  2. The duck wanted to \_\_\_\_\_ into the bag. (beak, peek, seek)
  3. The queen's present was some \_\_\_\_\_. (jelly, jetty, jiffy)
  4. The jam was in a \_\_\_\_\_. (bar, car, jar)
  5. Goosey-Gander \_\_\_\_\_ the queen's present in a box. (mixed, fixed, picked)
- 
- ➡ 6. The king was going to have a \_\_\_\_\_. (prize, surprise)
7. Mac Duck said, "It is \_\_\_\_\_ to take a present to the king and not take one to the queen." (queen, squeak, queer)
8. The king and queen lived far \_\_\_\_\_. (award, awful, away)
9. Goosey-Gander and Mac Duck \_\_\_\_\_ off together. (coddled, waddled, wobbled)
10. Mac Duck was \_\_\_\_\_. (curious, furious, nervous)

**USE AFTER WORD PERCEPTION LESSON 2** (review visual-auditory perception of consonants).

**DIRECTIONS:** The pupils read the conversation and the sentences below. They choose a word from those in the brackets to complete each sentence. They underline the word chosen. Note that Sentences 6-10 are marked as a *Special Exercise*.

Who might have said it?

Write the name of the right animal on the line.

Jerry Giraffe   Mrs. Monkey   Mrs. Giraffe   Mr. Lion   Mrs. Zebra  
Mr. Crocodile   Baby Monkey   Mrs. Elephant   Mrs. Bird

1. "Jerry Giraffe should really know better! Why can't he pull grass with his trunk as my baby does?"

---

2. "I will show you what to do, Jerry."

---

3. "I was sitting there on my eggs, and can you guess what happened? A young giraffe stuck his head right into my nest."

---

4. "I was having my swinging lesson, and along came Jerry Giraffe and ate the leaves all around us. He only wanted his breakfast, but my mother was really cross!"

---

5. "I'll teach Jerry to eat fish, and then he won't get into so much trouble."

---

6. "I could eat grass all day long but I'd get really tired of it."

---

7. "There is only one thing for you to do, Jerry. Always remember to ask if anyone is home. Then you won't get into trouble."

---

8. "He wouldn't dare to look in at me! I'd growl and roar and shake my mane. That would really scare him!"

---

 Write what Mr. Tiger might have said to Jerry.

Write what a baby bird might have said when it saw Jerry peeking into the nest.

6 USE AFTER READING "THE POLITEST GIRAFFE IN AFRICA."

**DIRECTIONS:** The pupils read each paragraph and identify the speaker. They write the name on the line.  
**Special Exercise:** Remind the pupils to use quotation marks when writing the quotations in their exercise books.

Draw something that rhymes with the word at the top, but that starts with the letters at the bottom.

play

Fred

crock

slim

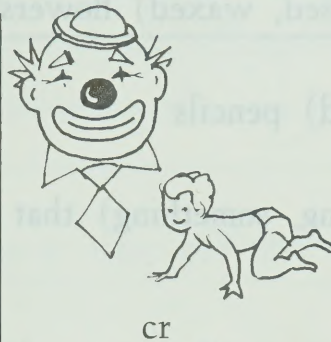
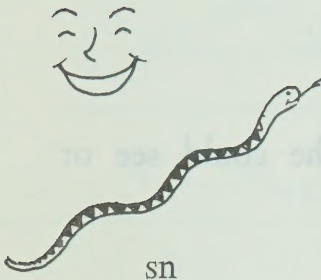
tr

sl

cl

sw

Put an X on the picture that begins with the letters.



Circle the right word.

It is very cold tonight, and the wind is (blowing, glowing) hard. I think it will (stow, snow). Maybe there will be big (drifts, cliffs) tomorrow. Then we can take our (sleds, feds) and go (gliding, sliding) down the (sleep, steep) hills. If it doesn't (grow, snow), it may get so cold that the river will

(freeze, sneeze). Then we can (slate, skate). I may (slip, snip) and fall down, but I will (pry, try) to be careful. I would not like to (break, steak) a leg while I'm (praying, playing). I think winter is here to (stay, slay), and (string, spring) is far away. We can only (dream, cream) of it now.

**USE AFTER WORD PERCEPTION LESSON 3** (review of consonant blends).

**DIRECTIONS:** Read the directions for the first part with the pupils. Discuss the first question. In the paragraph, direct the pupils to note the words in brackets. Tell them to choose one of the words to complete the sentence. Remind them to use both context and phonics when deciding on the words. After the exercise has been completed, have it read orally as a check on the choice of words.

**Circle the correct word.**

Show-your-collection day was on (Wednesday, Thursday, Friday).

Molly had (four, fourteen, twelve) dolls.

Joe collected (stamps, stones, soldiers) from all over the world.

Some of Peter's stones looked like (silver, brass, gold).

Jane had a hundred (paper, pressed, waxed) flowers.

Jimmie used (long, many, colored) pencils.

Jimmie drew (everything, anything, something) that he could see or remember.

The children put their collections on the (walls, desks, tables) at school.

Everyone (sat, walked, stood) and looked at the collections.

Jimmie's collection was (the biggest, the best, the brightest).



**Tell about a collection you have or one that you would like to have.**

**Tell why you collect these things, how many things you have, and what they are like.**

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---

---

---

---

Find the words with these letters:

sh

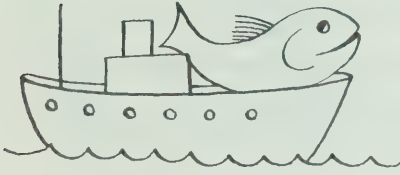
ch

th

wh

Draw boxes around these letters in the words.

Draw a picture for each box.



a fish on a ship

a witch with a chicken

a thief on the path

a whip and a whistle

thirteen moths

some chairs in a church

Such a big chief!

some wheat on a wheel

Show me a brush.

a chum on a ranch

some cheese for lunch

a thumb on a tooth

**USE AFTER WORD PERCEPTION LESSON 5** (visual-auditory perception of consonant digraphs).

**DIRECTIONS:** Remind the pupils that, as they box the two letters in each word, they should pronounce the word softly to themselves. The simple pictures that the pupils are to draw should indicate that they recognize the words. The first one has been done as an example.

Pretend that you are Mary Ann. Your teacher in Edmonton asked you these questions about your home in Alberta. Write answers to them.

1. What is your mother doing this morning while you do your lessons?

---

---

---

2. Tell what your house looks like.

---

---

---

3. What do you see when you look out your window?

---

---

---

4. What animals do you see near your home?

---

---

---

5. What does your father do at work each day?

---

---

---

l s b d g m n p r t

Write the right letters on each line.



pi\_\_\_\_ow



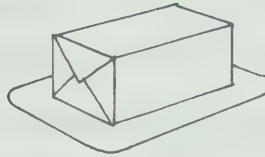
pu\_\_\_\_y



pu\_\_\_\_le



ri\_\_\_\_on



bu\_\_\_\_er



di\_\_\_\_er



bu\_\_\_\_on



ha\_\_\_\_er



ra\_\_\_\_it

Finish these sentences by telling what the words mean.

1. A puddle is \_\_\_\_\_.
2. A paddle is \_\_\_\_\_.
3. Rubbers are \_\_\_\_\_.
4. Rudders are \_\_\_\_\_.
5. Dinner is \_\_\_\_\_.
6. Dimmer means \_\_\_\_\_.

**USE AFTER WORD PERCEPTION LESSON 7** (double consonant letters).

**DIRECTIONS:** Have the pupils complete each word by filling in the missing letters. Then have them read the completed words orally.

**Special Exercise:** Tell the pupils to explain the meaning of the words as clearly as they can. If there is not enough room on this page, have the exercise completed in an exercise book. On completion of the exercise, discuss the meanings of the words with the group.

Underline the correct endings.

1. When Billy said, "Nobody that I know of took the last cookie,"

he really didn't know.

he was really thinking.

he knew very well.

he didn't want to say who.

4. When Billy said that he didn't know who had left the door open,

Mother knew who had.

Mother was very, very cross.

Mother hoped that Billy would say he had.

2. When Mother said, "Let's get supper,"

she was unhappy because she had to work.

she was happy because Billy had learned a lesson.

she was crying.

she was smiling.

5. When Mother said, "Nobody-that-I-know-of is going to get supper tonight,"

she knew very well that he would get supper.

she wanted to make Billy think.

she was doing what Billy had done.

she wanted to read her book.

3. When Bill found that there was no supper,

he thought Mother was sick.

he knew what Mother was trying to tell him.

he could understand now how Mother felt sometimes.

6. When Billy put away all his things,

he felt guilty.

he felt happy.

he felt sorry for himself.

he felt sorry for his mother.

What will happen to Mr. Nobody?

---

---

---

---

---

12 USE AFTER READING 'MR. NOBODY.'

**DIRECTIONS:** The pupils are to read the sentence beginning, then all the endings given. They are to underline the ending that is correct according to their interpretation of the story. There can be more than one ending. Pupils should use their readers if they so wish.

**Special Exercise:** The pupils should think carefully about this question and then write their answers. If there is not enough room here, have them complete it in an exercise book.

**A. Join the two that best could go together.**

Bob's hat	what a duck eats with
the car lights	pets for a boy
Tom's kitten	where you might find a funny picture
the duck's bill	a hat for a boy
Bill's ducks	faces for a clown
the girl's toys	it helps you to see
red tulips	a pet for a boy
the sun's light	they help a driver to see
the girl's storybook	a doll and a ball
the silly masks	pretty colored flowers

---

**B. Write the right word on the line.**

Mary has some bright \_\_\_\_\_. (color) She is painting a \_\_\_\_\_ (wagon) and a \_\_\_\_\_. (bike) The \_\_\_\_\_ (wagon) color is red. The \_\_\_\_\_ (bike) is blue. The \_\_\_\_\_ (wheel) on the wagon should be black. But \_\_\_\_\_ (Mary) paint is not black. She needs another \_\_\_\_\_ (can) of paint. Then she will have three \_\_\_\_\_ (color) and she can paint the \_\_\_\_\_. (toy)



boy

girl

book

flower

**Write two sentences for each word. In the first sentence, put *s* on the word. In the second sentence put *'s* on the word. Be sure to use the words correctly. Write your sentences in your exercise book.**

When you compare two things, you use the suffix \_\_\_\_\_.

When you compare more than two things, you use the suffix \_\_\_\_\_.



tall



tall\_\_\_\_\_



tall\_\_\_\_\_

---

**Write the best word on the line. Use these words:**

shortest

lower

sweet

brightest

soon

cold

sooner

fastest

sweeter

warmer

clearer

bright

younger

loudest

1. My brother is \_\_\_\_\_ than I am.
2. Put this book on a \_\_\_\_\_ shelf than that one.
3. Cookies are \_\_\_\_\_ than carrots.
4. Cars and trucks are noisy, but a train makes the \_\_\_\_\_ noise of all.
5. Read the \_\_\_\_\_ story in this book.
6. Cookies are not as \_\_\_\_\_ as candy.
7. The sun and the moon and the stars all shine, but the sun is \_\_\_\_\_.
8. Is the moon as \_\_\_\_\_ as the sun?
9. The rain has stopped. The sky is \_\_\_\_\_.
10. When the sun shines, you will feel \_\_\_\_\_.
11. It is not as \_\_\_\_\_ in the spring as it is in the winter.
12. Spring will \_\_\_\_\_ be here.

Fill each space in the sentences with one of the words from this list:

light	silver	thing	flashlight
afraid	tree	branch	silver
noises	ghost	brave	pleased
seven	tapping	frightened	shirt
scratching	moving	pillow	shone

My name is Donald. Today was my birthday. I was \_\_\_\_\_, and my father gave me a fine, new \_\_\_\_\_. Now I can't have a \_\_\_\_\_ in my room at night. I can just have my flashlight under my \_\_\_\_\_. I'm not very \_\_\_\_\_ about that. I don't like to say so, but I am \_\_\_\_\_ in the dark. I try to be \_\_\_\_\_, but it is hard.

One night there was something white waving back and forth, back and forth in my room. It looked like a \_\_\_\_\_. It wasn't really. It was just my \_\_\_\_\_. But it \_\_\_\_\_ me.

I turned around so I couldn't see it, but then I could hear terrible \_\_\_\_\_. Something was \_\_\_\_\_ at the window and \_\_\_\_\_ on the wall. It must have been a \_\_\_\_\_ of the big willow \_\_\_\_\_, but I thought someone was trying to get in. And that \_\_\_\_\_ me too.

I know my \_\_\_\_\_ will help, but I still wish I could have a night-light.



These are sounds that frightened a little boy in the night. But he should not have been afraid because they were just sounds made by things around the house.

Tell what things you think made each sound.

Bang! bang! \_\_\_\_\_ Buzz! buz-z-z-z-z! \_\_\_\_\_  
Creak! creak! \_\_\_\_\_ Ring-g-g! ring-g-g! \_\_\_\_\_  
Scratch! scratch! \_\_\_\_\_ Whirrrr! whirrrr! \_\_\_\_\_

#### USE AFTER READING "NOISES IN THE DARK."

**DIRECTIONS:** From the list at the top of the page, the pupils choose the correct word to write on each line.  
**Special Exercise:** Tell the pupils that they will be able to decide more easily what made the sounds if they try to "hear" these sounds in their imagination.

b\_\_\_d You sleep on it.  
 c\_\_\_n You buy peas in it.  
 c\_\_\_p You put coffee in it.  
 j\_\_\_m You put it on bread.  
 p\_\_\_t Your mother cooks in it.  
 b\_\_\_g It is small and black.  
 p\_\_\_g It lives on a farm.  
 d\_\_\_g It is a pet.  
 h\_\_\_m You eat it for supper.  
 h\_\_\_m You sing without opening  
 your mouth.  
 tr\_\_\_ck Men carry many things  
 in it.  
 tr\_\_\_ck A dog can do this.

gl\_\_\_ss This is in a window.  
 br\_\_\_sh You use it on your  
 hair.  
 cl\_\_\_ck It tells us the time.  
 fr\_\_\_g It hops around near  
 the water.  
 m\_\_\_lk You should drink lots  
 of this.  
 f\_\_\_sh You catch it on a hook.  
 j\_\_\_mp Boys and girls can do  
 this.  
 sp\_\_\_ll You learn to do this  
 in Grade Two.

 **Think of a word to write in the blank.**

1. It isn't a bed but a \_\_\_\_\_. (something on a plant)
2. It isn't a pot but a \_\_\_\_\_. (an animal kept in a house)
3. It isn't a leg but a \_\_\_\_\_. (a piece of wood)
4. It isn't a sack but a \_\_\_\_\_. (something you wear on  
your foot)
5. It isn't a bin but a \_\_\_\_\_. (something to eat)
6. It isn't lost but it's a \_\_\_\_\_. (something you write  
out when you go shopping)
7. It isn't a truck but a \_\_\_\_\_. (something the train  
runs on)

Our (pep) \_\_\_\_\_ is happy.      **Draw a picture of the pet.**

He (hips) \_\_\_\_\_ around.

He (rans) \_\_\_\_\_ and plays.

He (wigs) \_\_\_\_\_ his tail.

He is very frisky.

He jumps up (end) \_\_\_\_\_  
down like popcorn in the  
(pepper) \_\_\_\_\_.

---

**Put the right numeral on the line.**

1. animals    2. food    3. clothes    4. to ride in    5. part of your body

___ rabbit	___ mitt	___ pants	___ ship
___ lip	___ pig	___ ham	___ crackers
___ bib	___ leg	___ cub	___ rubbers
___ wagon	___ cap	___ rat	___ pup
___ bun	___ egg	___ finger	___ bus
___ olives	___ back	___ tug	___ ribs
___ hen	___ truck	___ neck	___ jacket
___ cab	___ nuts	___ sock	___ fox
___ dog	___ hat	___ cat	___ chick
___ chipmunk	___ cabbage	___ butter	___ bat
___ lettuce	___ dress	___ shirt	___ jam

---

**USE AFTER WORD PERCEPTION LESSON 9** (review short vowel sounds).

**DIRECTIONS:** In the first part, the pupils change the vowel letter in the underlined and bracketed word to form a word that is correct in the sentence. The new word is to be printed in the space. Then the pupils draw a picture that illustrates the corrected sentences. In the second part, have the pupils decide in which category each word belongs and write the correct numeral in front of each.

**Put a numeral before each sentence to show the order.**

- \_\_\_ Paul and Jerry went through Mr. Long's gate.
  - \_\_\_ Paul and Jerry sat on the steps eating cookies.
  - \_\_\_ They saw the hungry rabbits.
  - \_\_\_ Paul almost opened the door of the house.
  - \_\_\_ He remembered that he must never do that.
- 

- \_\_\_ The ladder broke a window.
  - \_\_\_ They saw big apples on the tree.
  - \_\_\_ Paul climbed the ladder to get some.
  - \_\_\_ Paul put the ladder against the tree.
  - \_\_\_ The ladder fell.
- 

- \_\_\_ Betty and Jerry put the ladder up again.
  - \_\_\_ Betty ran to see what had happened.
  - \_\_\_ Paul told Betty that he was sorry.
  - \_\_\_ He told his mother what had happened.
  - \_\_\_ He said he'd bring Betty's father some money to pay for the window.
- 



What do you think Paul's mother will do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you think Paul's father will do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

**18 USE AFTER READING "TWO KINDS OF MISCHIEF."**

**DIRECTIONS:** In each group of sentences the pupils use the numerals 1-5 to show the correct order in which the events happened in the story. The pupils should use their books for help.

**Special Exercise:** Encourage the pupils to think carefully about their answers and to be fair in their judgments.

Think of a word to write on the line.

Draw a picture of  
the word that you  
wrote on the line.

1. The bear cub likes it. It is a cold ice \_\_\_\_\_.
2. The monkey wore a cap and a \_\_\_\_\_.
3. Can you find my \_\_\_\_\_?
4. My tube of toothpaste fell into the bath \_\_\_\_\_.
5. I plan to go on a \_\_\_\_\_.
6. I did not get your \_\_\_\_\_.
7. "I hope I can \_\_\_\_\_ the farthest,"  
said Jack Rabbit.
8. Billy gave Mother a huge \_\_\_\_\_ for Mother's Day.
9. Susan \_\_\_\_\_ out a cute card.
10. That fish has a fine \_\_\_\_\_.

**USE AFTER WORD PERCEPTION LESSON 11** (review long vowel sounds).

**DIRECTIONS:** The missing words can be found by changing the vowel sound from short to long or *vice versa*. Remind the pupils to watch spelling. In the right-hand column, the pupils draw simple pictures to illustrate the words they have written.

Circle "Yes" or "No."

Yes	No	Does a tiger have five eyes?
Yes	No	Is a pie made of rice?
Yes	No	Is an ice cube cold?
Yes	No	When you finish your milk, is it all gone?
Yes	No	Is one safety rule "Never play with fire"?
Yes	No	Does a grape-vine give us grapes?
Yes	No	Do we come to school in June?
Yes	No	Do mice live in lakes?
Yes	No	Can a dog play a tune on a flute?
Yes	No	Do children love ice-cream cones and cake?
Yes	No	Have you ever skated with someone tall?
Yes	No	Can you make a straight line with a ruler?

Read each sentence. Look at the names that are underlined. They are names of boys and girls in the story “Ann’s Pink Dress.” Circle all the words that could tell about the people whose names are underlined.

1. Ann and Sue have just been invited to the birthday party.  
happy                      laughing                      pleased                      afraid  
cross                      delighted                      sorry                      gay
2. Ann’s mother said she couldn’t wear her new dress.  
disappointed              afraid                      merry                      pouting  
cross                      sulky                      unhappy                      angry
3. Ann asked Fred if she could take his present in the box with hers.  
planning                      mean                      wrong                      friendly  
helpful                      tricky                      kind                      dishonest
4. Harry and Helen are opening their presents.  
excited                      merry                      afraid                      bold  
crying                      pleased                      thankful                      glad
5. Ann fell down and got her dress dirty.  
sorry                      frightened                      cried                      kind  
miserable                      proud                      unhappy                      angry
6. Ann’s mother can’t make her dress pretty again.  
sorry                      disappointed                      happy                      angry  
glad                      sobbed                      laughed                      cried

Underline the words with ou and ow in them.

Read the description and draw the picture.

The clown has brown trousers and a yellow blouse. There is a row of red buttons on the blouse, and a green bow-tie at the neck. He has a crown on his head, and a towel over his arm. He is so fat! I think he has a pillow below his belt. His mouth is big, but it is not a happy mouth because the clown is frowning. His brown-and-white hound dog is sitting down beside him. Around the dog's neck is a yellow frill.

A compound word has \_\_\_\_\_ root words.

Put a line between the root words.

Draw a line to show what the compound word means.

raindrop	someone who brings letters
sidewalk	somewhere for you to play
mailman	a drop of rain
playground	something to show what story you are reading
bookmark	just any person
raincoat	something that you should walk on
anyone	something to wear on a wet day

Write the best word on the line. Choose from these words:

mailman barnyard cowbell milkman downtown henhouse cowboy

1. The farmer hunted all over for his cow. He said, "She won't hide from me tomorrow. I'll see to that!"

He is thinking about a

\_\_\_\_\_.

4. The farmer said, "If I had many, many cows, I'd have to get someone who would look after them for me."

He is thinking about a

\_\_\_\_\_.

2. The farmer said, "I must see that this cow doesn't run away tonight. I'll shut her in here and she'll be safe."

He will put the cow in the

\_\_\_\_\_.

5. The farmer wanted scrambled eggs for his breakfast. He said, "I'll just go and get a few fine fresh eggs. There should be plenty in here."

He is going into the

\_\_\_\_\_.

3. The farmer said, "If I lived in the city, I wouldn't need that cow. Someone would bring me fresh milk every day."

He is thinking about a

\_\_\_\_\_.

6. The farmer said, "I do want that letter that will tell me about my chickens. I wonder why he is so late today."

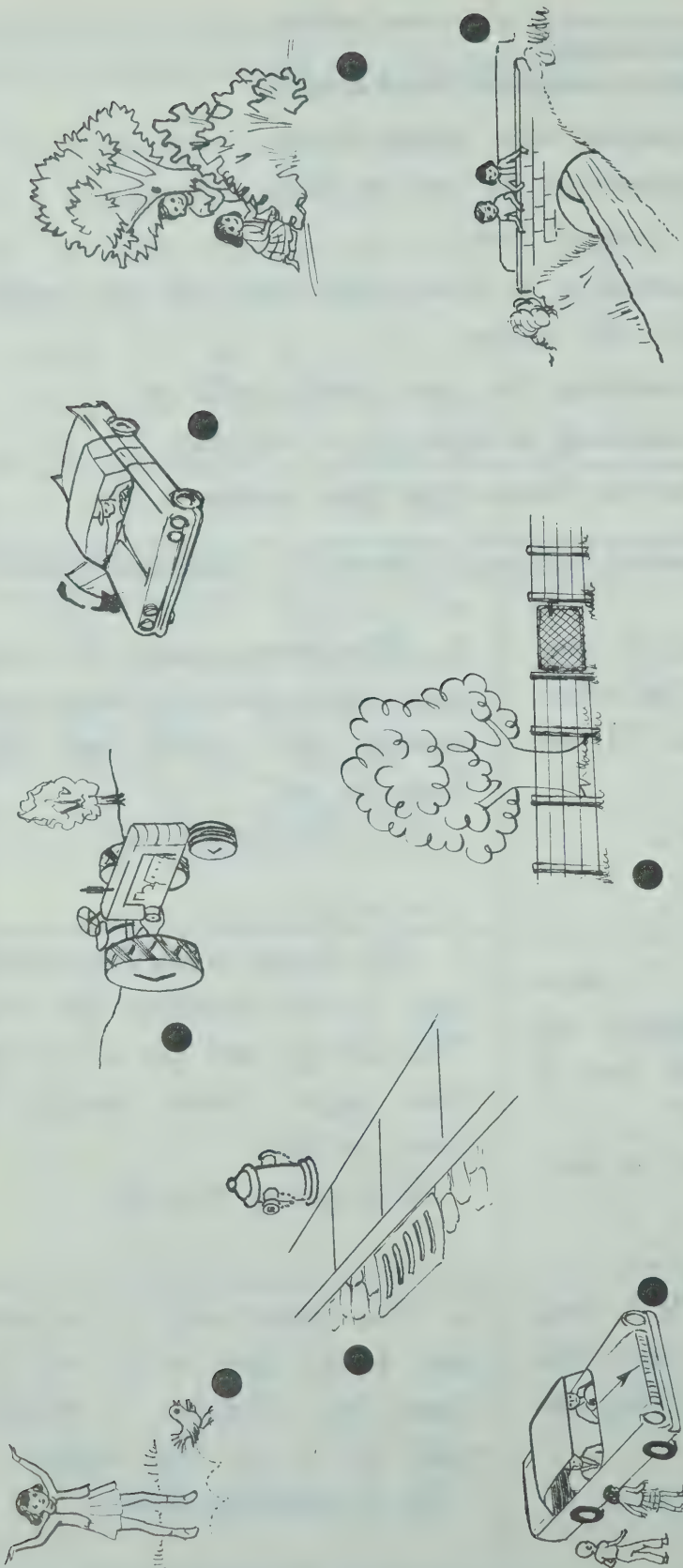
He is thinking about a

\_\_\_\_\_.

## USE AFTER READING "LET'S WALK TO SCHOOL."

**DIRECTIONS:** The pupils are to: (1) join the dots to make a road (they should use their readers to check the correct sequence); (2) complete the pictorial map by drawing, in the right places, the details given below.

Draw the road that Jim and Linda followed.



Draw these things in the picture. Put them in the right places.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. The little kitten in the tree      | 6. The mother bird flying down |
| 2. Jim stopping Linda by the blue car | 7. Linda's books and lunch box |
| 3. The man working                    | 8. The squirrel                |
| 4. The big brown dog                  | 9. The school bus going by     |
| 5. The fish swimming in the water     | 10. The school                 |

**A. Match the words that mean the same.**

there's	it is	Here is	hasn't
isn't	I am	will not	You'd
he'll	there is	I have	Here's
it's	he will	has not	won't
I'm	is not	You would	I've

---

**B. Underline all the contractions. Write them the long way.**

1. I didn't know that you'd made \_\_\_\_\_  
me a new dress. \_\_\_\_\_
  2. You're going with him. \_\_\_\_\_
  3. Let's run, and maybe we'll be \_\_\_\_\_  
on time. \_\_\_\_\_
  4. I don't like that story and I \_\_\_\_\_  
won't read it again. \_\_\_\_\_
  5. I can't write because I haven't \_\_\_\_\_  
a pencil. \_\_\_\_\_
- 

**C. Write contractions for the underlined words.**

1. I am going home now. \_\_\_\_\_
  2. I have no time to wait for you. \_\_\_\_\_
  3. You will have to come \_\_\_\_\_  
when you are ready. \_\_\_\_\_
  4. It does not matter if it is late. \_\_\_\_\_
  5. We will still be playing ball. \_\_\_\_\_
  6. Dad said that he would play too. \_\_\_\_\_
  7. He is a good player. \_\_\_\_\_
-

## Grey Owl

Grey Owl was over forty years old when he was asked to leave his cabin in the woods to tell people about Indian life and the Canadian beaver. He had been living peacefully in the woods for twenty-five years, studying Jelly Roll, Rawhide, and all his other beaver friends. Here, he had written the books *Pilgrims of the Wild* and *The Adventures of Sajo and Her Beaver People*. Grown-ups and children had read these books, and crowds of them came to hear the famous writer talk.

Grey Owl was exciting to see because of his Indian looks. He had long braids of black hair on each side of his head and wore clothes made out of buckskin.

Grey Owl asked the people to understand the way the Indians lived, and to protect, not kill, wild animals. The people liked the gentle,

kind sound of his voice. He always began his talks with the words: "I am Wa-Sha-Quon-Asin, Grey Owl, a North American Indian." In time, Grey Owl became world famous, and many people were sad when he died.

However, a year later, the same people turned against Grey Owl. A story in a newspaper proved that he was not an Indian. He had been born in England, and had come to Canada when he was sixteen. He had only pretended to be an Indian. People were angry because he had not told the truth.

But a friend of Grey Owl's knew that Grey Owl had not meant to be dishonest. He wrote a book about Grey Owl, *Half-Breed*, that helps us to understand him. Grey Owl is now known as a real hero of the woods who helped to save the beaver.

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### Answer these questions:

1. Tell three things that people liked about Grey Owl.
2. Tell two things that Grey Owl talked about.
3. Why did the people turn against Grey Owl?
4. What books did Grey Owl write?
5. What is the name of a book written about Grey Owl?

1. Tom said the parade would be dull, but it was very exciting.

2. Don't put the dish on that low shelf. Put it up on a high shelf where the baby can't get it.

3. The boy spoke loudly to his friends at the ball game, but whispered to them in school.

4. I have only one card, but my friend has a collection of them.

5. We were afraid that we would be late for the parade, but we hurried so fast, we were early.

6. The lady said, "You don't know me, but I recognize you."

1. "Stop that shouting and banging, Peter and Mike. It's so noisy," said Mother. "Please be quiet for a while."

2. "That's not a wild rabbit," said Ken. "He's so tame that he eats carrots from my hand."

3. "Bugs are not beautiful," Mary said. "Just look at them! They're so ugly with all those legs."

4. The children began to laugh at the merry face of the clown. They were not unhappy now.

5. "May we go skating on the lake, Dad?" asked Jim.

"Oh, no!" said his dad. "It's too dangerous. The ice is not safe for skating."

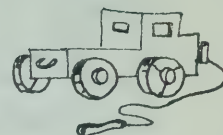
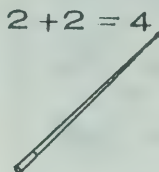
6. Mary was afraid that her mother would scold her for taking the baby out in his carriage. But her mother was happy about it and praised Mary for looking after the baby so well.

**WORD PERCEPTION LESSON 61** (using the context to identify words).

**DIRECTIONS:** Use the top part of the page for the lesson and the rest of the page for independent practice. Note that exercises 4-6 are marked a *Special Exercise*. The pupils are to read each exercise, figure out the underlined word from contextual and phonetic clues, then circle the word in the paragraph that is opposite in meaning to the underlined word. On completion, discuss the exercise with the pupils.

Print the right word under each picture.

oilcan	coin
boil	pointer
soil	noise
toy	moist
boy	



\_\_\_\_\_



\_\_\_\_\_

Underline the oi and oy words. Join the two parts of each sentence.

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. The soil is moist       | when you want someone to look.      |
| 2. You can join two things | with your voice.                    |
| 3. You need a coin         | when there is ice cream to eat.     |
| 4. You can boil water      | when it rains.                      |
| 5. You can make a noise    | with a fire.                        |
| 6. You can point           | with a rope.                        |
| 7. You can enjoy a party   | when you park your car in the city. |



- Another word for soil is \_\_\_\_\_.
- Another word for toy is \_\_\_\_\_.
- Another word for coin is \_\_\_\_\_.
- Another word for noise is \_\_\_\_\_.
- Enjoy means \_\_\_\_\_.
- Another word for moist is \_\_\_\_\_.

Read the paragraphs. Underline the words in which you see the letters oo and ee. Print them in the correct column below.

Noon came, and Little Bo-Peep lay down on the cool, smooth grass under a tree. Soon she fell into a deep sleep. While she was sleeping, three of her sheep got free. A bee buzzed near her ear and woke her up.

"I don't see three of my sheep," she said. "They may be down by the brook."

So Bo-Peep took her crook and went to look for her sheep.

The school children were playing a good game at noon. It was called "Fox and Goose."

"I choose Susie to be the goose," said Ruth.

"I will lose the game because my boots are loose and I can't run fast," said Susie.

"Take your boots off," said Tom.

So Susie stood on one foot and pulled. Then she shook her foot, and off came the boot! Then she took the other boot off.

"Boy, this is nice and cool! Now I can run fast," she said.

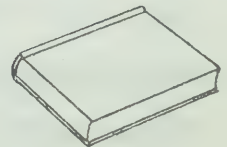
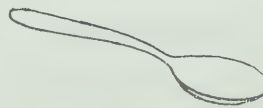


spoon

book

wheel

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



spoon

book

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

“Hi, Jerry!” called Joe. “Did you hear about what happened over at the Brown’s house this morning?”

“No. What?” asked Jerry.

“Well, you know those goofy little Brown twins? They made a wish, and it came true,” explained Joe.

Jerry said, “Aw, go away. I’m in a hurry.”

“Wait until you hear! The wish that came true was an elephant! A real, live elephant in their back yard!” cried Joe.

Jerry laughed and walked away. Then he looked back at Joe and said, “You don’t think I’d believe that! An elephant is too big for a back yard. And I know you can’t just wish for an elephant and get it!”

Joe stamped his foot. “Well, I don’t care what you believe. The elephant was there, and all the Browns rode on it and they had to get some hay to feed it.”

“I think you must be having a dream. You’d better go home to bed,” laughed Jerry.

Just then Peter Brown came walking up the street.

Joe said, “Hey! Peter! You tell Joe what happened at your house today. He won’t believe me.”

Peter said, “\_\_\_\_\_

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[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance. There is no handwriting or other markings on the page.

Read what you wrote. Circle all the words you wrote that have -s, -ed, or -ing endings. Did you spell them correctly?

**USE AFTER WORD PERCEPTION LESSON 71** (double final consonants in some inflected words). **31**  
**DIRECTIONS:** This exercise checks the pupils' ability to recognize words with inflectional endings and their knowledge of spelling such words. You may wish to remind them that in some words, the final consonant is doubled before the endings *-ed* and *-ing*.

**USE AFTER WORD PERCEPTION LESSON 71** (double final consonants in some inflected words). **31**  
**DIRECTIONS:** This exercise checks the pupils' ability to recognize words with inflectional endings and their knowledge of spelling such words. You may wish to remind them that in some words, the final consonant is doubled before the endings *-ed* and *-ing*.

Add the suffixes -er and -est to each word.

Be sure to watch the final consonants of the root words.

big	_____	_____
hot	_____	_____
sweet	_____	_____
flat	_____	_____
strong	_____	_____
hard	_____	_____
small	_____	_____
thin	_____	_____
old	_____	_____
young	_____	_____

Write the best word on each line.

If you saw

you might say,

- |   |  |
|---|--|
| 1. a lion, a tiger, and an elephant,        | "The elephant is the _____ one."       |
| 2. a snake and a groundhog,                 | "The snake is the _____ one."          |
| 3. a turtle, a frog, and a toad,            | "The turtle has the _____ back."       |
| 4. a string, a rope, and a chain,           | "The chain is the _____ one."          |
| 5. a fire and a spark,                      | "The fire is the _____ one."           |
| 6. your mother and your grandmother,        | "Grandmother is _____ than Mother is." |
| 7. a field, a hill, and a mountain          | "The field is the _____ one."          |
| 8. a father and his son,                    | "The son is _____ than his father."    |
| 9. some meat, some candy, and some pudding, | "The candy is _____."                  |
| 10. an elephant, a dog, and a mouse,        | "The mouse is the _____ one."          |

Put the right numeral on the line.

1. Jennie was lonely because
2. Jennie thought it was a beautiful day because
3. Jennie didn't look very nice because
4. Mrs. Johnson asked Jennie to come in because

\_\_\_ she had no friends.  
\_\_\_ her mother was in the hospital.  
\_\_\_ the card said her mother would soon be home.  
\_\_\_ she was by herself all day.  
\_\_\_ she had to look after herself.

\_\_\_ she was new in town.  
\_\_\_ she wanted to help.  
\_\_\_ two little girls asked her to play.  
\_\_\_ she was making friends.  
\_\_\_ she felt sorry for Jennie.  
\_\_\_ she didn't smile.  
\_\_\_ she was very kind.



Write the ending.

1. Mrs. Johnson washed Jennie's hair and dress because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Why didn't Jennie's father help her? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Jennie didn't make friends at first because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How did Jennie make friends? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

USE AFTER READING "HOW TO MAKE FRIENDS."

**DIRECTIONS:** Tell the pupils to read the incomplete statement with the numeral 1 beside it. Then they look below and find all the causes of Jennie's loneliness. Beside each cause they write the numeral 1. Continue similarly with the others.

**Special Exercise:** The pupils write their answers on the lines.

Find and circle the words that mean:

trees	bird	birch	bark	fir	first	farm
clothes	scarf	clerk	shirt	hurt	skirt	story
people	nurse	girl	fork	clerk	car	curl
places	burn	barn	church	port	park	dirt

ar      or      er      ir      ur

Write the letters that are missing.

You use a f\_\_\_\_k to eat dinner.

You are too little to drive a c\_\_\_\_.

Are you a g\_\_\_\_l?

On Sunday many of you go  
to ch\_\_\_\_ch.

Your teacher reads a st\_\_\_\_y.

In the store a cl\_\_\_\_k helps you.

Is your hair c\_\_\_\_ly?

There is a lot of d\_\_\_\_t on your  
coat.

When you fall, you h\_\_\_\_t yourself.

Girls wear sk\_\_\_\_ts and sweaters.

Do you live in a town or on the  
f\_\_\_\_m?



We went to the circus in the park. We had to hurry to get inside before the storm started. The wind was blowing the flame from the torches straight out like a ribbon.

Inside, the orchestra was playing a march. On a red carpet, a little dog rode around in a cart and jumped over a high bar. Then he turned around and curtsied to the people.

In a corral, a beautiful horse wore a purple harness. It was nervous

and jerked its head up and down. But the rider dancing on the horse's back gave a perfect performance.

In another corner, a lion was snarling at its trainer who held a torch. We were afraid a spark from the torch would start a fire. The lion trainer brought a turtle into the cage; the lion was so surprised that it gave a snort, stopped snarling, and backed into a corner. Everyone laughed.

Write more about the circus. Write in your exercise books.

Mr. Gregory likes to make Peter happy.

Mr. Gregory needs galoshes.

People make fun of Mr. Gregory's galoshes.

Peter understands about red galoshes.

**Choose the sentence that tells the main idea of each paragraph.**

**Write it on the lines.**

1. Mr. Gregory said, "It is cold out. It is wet. Soon it will snow. My old galoshes have holes in them. I must go shopping soon."

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3. Peter said, "I know it's spring. I know I don't need my galoshes. But Mr. Gregory needs them. He is sick. They will cheer him up." And he began to put on his galoshes.

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2. People said, "Look at that funny man! Men don't wear red galoshes. They are only for children. He must be very queer." And they began to laugh.

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4. Mr. Gregory said, "Red is a bright color. Red cheers people up. Peter feels happy when he sees my red galoshes. I want to make Peter happy." And he began to put on his galoshes.

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 **Write a paragraph about this main idea:**

Peter was sick for a very long time. \_\_\_\_\_

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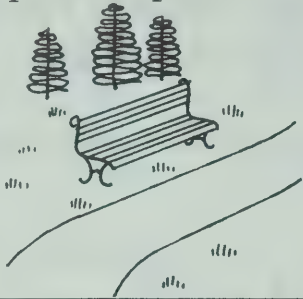


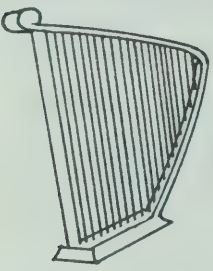
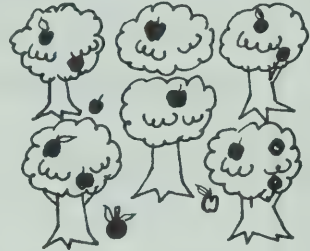
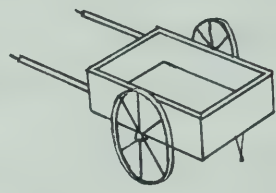
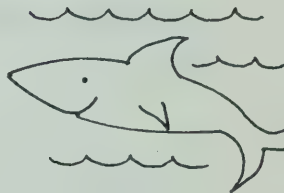

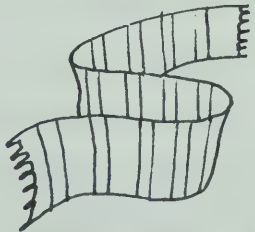


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**USE AFTER READING "MR. GREGORY'S RED GALOSHES."**

**DIRECTIONS:** The pupils read each paragraph. Then from the four sentences above, they decide which tells the main idea of each paragraph, and write it in the spaces below the paragraph.

**Special Exercise:** Remind the pupils that all their sentences should tell something about the main idea.

Circle the right word.

<p>card      cord</p> 	<p>park      pork</p> 	<p>care      core</p> 	<p>star      store</p> 
<p>horn      harp</p> 	<p>archer      orchard</p> 	<p>cart      corn</p> 	<p>shark      shore</p> 
<p>hornet      partner</p> 	<p>scarf      score</p> 	<p>tart      tore</p> 	<p>farmer      forest</p> 

Write one or two sentences using these words: arm, shark, scar, scare.

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Write one or two sentences using these words: for, score, more, store.

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**A. Write the root word of each.**

fairies \_\_\_\_\_

parties \_\_\_\_\_

babies \_\_\_\_\_

doors \_\_\_\_\_

chairs \_\_\_\_\_

berries \_\_\_\_\_

daisies \_\_\_\_\_

bunnies \_\_\_\_\_

canaries \_\_\_\_\_

horses \_\_\_\_\_

---

**B. Write the word that you would use to talk about:**

1. Ten yellow-and-white flowers \_\_\_\_\_

2. One little, wee rabbit \_\_\_\_\_

3. Some yellow birds that live in a cage \_\_\_\_\_

4. Red, juicy things that we like to eat \_\_\_\_\_

5. The one at the front and the one  
at the back of your house \_\_\_\_\_

6. One little girl who is only two weeks old \_\_\_\_\_

7. One big animal that would give you a ride \_\_\_\_\_

8. What you might have had on your fifth birthday \_\_\_\_\_



**Read each sentence and circle “Yes” if it could be true, and “No” if it couldn’t be true. Write the root of the underlined words on the line.**

Yes      No      A squirrel scurried up a tree. \_\_\_\_\_

Yes      No      I was trying to catch a fish. \_\_\_\_\_

Yes      No      A book hurries across the table. \_\_\_\_\_

Yes      No      The pencil cried when I dropped  
it on the floor. \_\_\_\_\_

Yes      No      The big kangaroos are carrying  
their babies in their pouches. \_\_\_\_\_

Yes      No      Mother fried the carts for dinner. \_\_\_\_\_

Yes      No      A robin is flying to its nest. \_\_\_\_\_

Yes      No      Jane tried to skip the longest. \_\_\_\_\_

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**USE AFTER WORD PERCEPTION LESSON 74** (root words that end in -y).

**DIRECTIONS:** Discuss the directions for each part.

**Special Exercise:** The pupils should be able to complete this independently.

Put the right numeral on the line.

- |   |   |
|---|---|
| 1. David wore his brown suit.                     | _____ He heard crying.                      |
| 2. David took his new wallet.                     | _____ He thought the kitten could get down. |
| 3. David said, "I'm just looking."                | _____ His money and slip were in it.        |
| 4. David didn't need things pinned in his pocket. | _____ He had his wallet.                    |
| 5. David stopped to listen.                       | _____ He was going to the zoo.              |
| 6. David walked away.                             | _____ That's what his mother said.          |
| 7. The kitten couldn't get down.                  | _____ It was afraid.                        |
- 

- |                                     |   |
|-------------------------------------|---|
| 1. David let the kitten go.         | _____ He stopped to help the kitten.    |
| 2. David didn't explain to the man. | _____ David was late and dirty.         |
| 3. David was late.                  | _____ He fell down.                     |
| 4. David was dirty.                 | _____ The man brought David's wallet.   |
| 5. Miss Cameron was surprised.      | _____ The man's shouting surprised him. |
| 6. David was surprised.             | _____ His wallet wasn't in his pocket.  |
| 7. David could go to the zoo.       | _____ The man was too cross to listen.  |
- 



1. Why did David's father say, "Are you going to the office?"
2. Why didn't David want his mother to pin his money in his pocket?
3. Why did the old man shout at David?
4. Why did the man look so cross?

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**38 USE AFTER READING "A SPECIAL SORT OF DAY."**

**DIRECTIONS:** In both sections, the pupils are to match each statement in the first column with the appropriate sentence in the second column that tells "because." Then they are to put the corresponding numeral on the line.

**Special Exercise:** Encourage the pupils to think carefully about their answers to these questions. The answers should be based on the class discussion as well as on the story itself. The answers are to be written in an exercise book.

A. Ted has three little puppies. Their names are Jip, Skip, and Yip. Jip is all black except for a white tip on his tail. He is the prettiest pup. Skip is the friskiest and the busiest of the pups. He never stops running and playing and getting into mischief. And Yip is the noisiest. He barks and barks. Ted is happiest when he is playing with his pups.

**Underline the words that are made from:**

happy, frisky, pretty, busy, noisy.

**Answer these questions:**

1. Which pup runs around the most? \_\_\_\_\_
  2. Which pup does the most barking? \_\_\_\_\_
  3. How does Ted feel when he plays with his pups? \_\_\_\_\_
  4. How does the prettiest pup look? \_\_\_\_\_
- 

B. Mary and Kay and Linda are friends. But they are all very different. Mary loves to play jokes on people. She is the jolliest and the funniest. Kay is quieter but is the friendliest of the girls. She likes to make other people happier. Linda is the prettiest of the girls but also the sleepest. She never seems to get enough sleep. The other girls tease her and tell her she must be the laziest girl in the world.

**Underline the words that are made from:**

lazy, jolly, happy, sleepy, pretty, funny, quiet, friendly.

**Answer these questions:**

1. Who makes people laugh? Why? \_\_\_\_\_
  2. Why do the girls tease Linda? \_\_\_\_\_
  3. What two words describe Kay? \_\_\_\_\_
-

Who said each of these things?

Join each to the words that tell who said it.

“This fits me as well as Roger,” giggled a little boy.

“Put my belt down this minute,” sulked Allan.

“He’s not as smart as he thinks,” smiled Allan.

“You tell him off, Shorty,” shouted Roger.

“Get back there!” asked Allan.

“What are you writing down?” warned Roger.

---

“You can’t report me!” ordered Roger.

“I’m going to tell Dad on you,” cried Allan.

“Go across the road,” threatened Allan.

“You have to follow the rules,” said Roger.

“I’ll go with you to the principal,” explained Roger.



1. Why did Roger shout at Allan? \_\_\_\_\_

How did Roger feel? \_\_\_\_\_

2. Why did Allan shout, “Hurry up!”? \_\_\_\_\_

How did Allan feel? \_\_\_\_\_

3. Why did Allan smile at Roger as they were walking home? \_\_\_\_\_

How did Allan feel? Why? \_\_\_\_\_

---

**40 USE AFTER READING “A RULE IS A RULE.”**

**DIRECTIONS:** The pupils read the quotations (actual or implied) from the story. They draw a line from the quotation to the sentence ending that tells who said it. When the exercise has been completed, have pupils read orally what each person said, showing by their oral expressions how each person felt at that time.

**Special Exercise:** The pupils should answer the questions in an exercise book if there is not enough space on this page.

**Underline the words that have the letters ng or nk in them.**

One spring day, Sue heard a robin singing. She saw a flash of wings near the swing. Soon another robin came.

“Look,” Sue cried. “The robins are looking for things to make a nest. What can I bring to them?”

Sue found some pink string and hung it on the tree. One of the robins picked it up, and flew by Sue.

She laughed. “I think the robin winked at me. I guess he was saying ‘Thank you!’ ”

**Draw the picture that you saw as you read the story.**



Many written words that have the letters ng and nk in them describe sounds. In the first column are some of these sound words. In the second column are names of things that make sounds.

**Match a word in the first column to one in the second by joining the words with a line.**

clang

ding dong

clink

honk

bang

clank

ping

plink

car horn

fire-truck bell

bells

chains

gun

ice in a glass

guitar string

spoon hitting a glass

**In your exercise book, write some sentences using words that describe sounds.**

Find the answer to each question and write the numeral in the box.

A. Why did Jane tell the baby-sitter that Mrs. Cameron read to her? ☐

B. Why did the baby-sitter say, "Jerome can't come in and play with you"? ☐

C. Why did Jane stand and hold open the kitchen door? ☐

D. Why were there two pillows on the floor? ☐

E. Why did the baby-sitter think that Jerome was a toy? ☐

F. Why didn't Jane like the baby-sitter's story? ☐

G. Why were the ladies laughing? ☐

H. Why was Jane so unhappy with the baby-sitter? ☐

1. She thought Jerome was a little boy.

2. Jane wanted Jerome to sit down beside her.

3. Jane hoped that the baby-sitter would read to her, too.

4. Jane told the baby-sitter that she was sitting on Jerome.

5. Jane was pretending that Jerome was following her.

6. The baby-sitter didn't like pretending.

7. She read too fast and she didn't want to read.

8. The baby-sitter said that Jane's friend was an elephant.



1. Why did Jane say, "I don't know anyone called Jerome"?

2. Why did Jane want the baby-sitter to read to her even though she could read by herself?

3. How was Mrs. Cameron different from this baby-sitter?

4. Jane was using her imagination. How do you know?

**42 USE AFTER READING "JANE'S FRIEND JEROME."**

**DIRECTIONS:** Have the pupils read each question in the column on the left, find the answer in the column at the right, and write the corresponding numeral in the box.

**Special Exercise:** The answers to these questions should be written in the pupils' exercise books.



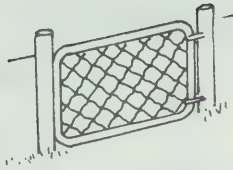
can

(k)



cent

(s)



gate

(g)



giant

(j)

Two mice lived in a cellar. ☐ ☐

Can you shoot a giraffe with a gun? ☐ ☐ ☐

The cat was huge. ☐ ☐

The coldest place was ☐ ☐

near the giant gate. ☐ ☐

He is ten years of age. ☐

Come to the city in a red car. ☐ ☐ ☐

The pencil was magic. ☐ ☐

The gorilla lived in a cottage. ☐ ☐ ☐

Use the words that you circled in the sentences above. In the first column, write all the words in which c is followed by e or i; in the second column, write all the other words with c. In the third column, write all the words in which g is followed by e or i; in the fourth column, write all the other words with g. One word in each column is done for you.

1

mice

2

can

3

huge

4

gun

What do you notice about the sound that c stands for in the first column?

in the second column? (c)

in the third column the sound that g stands for?

in the fourth column? (g)

Martin said, "The farm is much better than the city."

He should have said,

"I like the farm better than the city."

"The city is better than the farm."

"Alexander will see many new things that will be fun."

Alexander said, "I don't think so."

He should have said,

"I hope I will be happy too."

"You will have to teach me all about the farm."

"I don't like it here and I won't stay."

Alexander said, "It's much better."

He should have said,

"We get milk a different way in the city."

"I don't like the way you get milk and eggs."

"We get eggs a different way in the city."

Alexander is afraid of cows and hens and pigs.

What should Martin have said?

"You're an awful baby!"

"The animals just want to be friends."

"You will like them when you know them better."

Alexander said, "I can't climb trees in this suit and I don't like plums."

He should have said,

"I think you're silly."

"Wait until I change my clothes."

"I've never eaten plums from a tree; maybe I'll like them."

Martin said, "I'll leave you to wait for the train."

He should have said,

"Oh, no! Let's go and ask Dad first."

"I'll sure be glad to see you get on that train."

"Aw, Alexander, you can't leave. You haven't even had lunch."

**44 USE AFTER READING "ALEXANDER."**

**DIRECTIONS:** The pupils are referred to a specific page in the reader and given a specific incident or remark to consider. They should reread the page and recall the total situation, then underline two comments that might have been made instead, and which would have led to better relations between the boys. (This is the first time the pupils have used their readers in this way. Guidance may be needed.)

**Join the two that mean the same.**

**Underline the root word of each word in the list.**

Someone who drives a car very fast	shopper
Something that dries clothes	mill
Someone who builds a house	polisher
Someone who runs a mill	farmer
Something that shines the floor	lighter
Something to wear so that you can walk quietly	speeder
Someone who drives a truck or bus	driver
Someone who goes to the store to buy things	builder
Something you use to start a fire	dryer
Someone who farms	slippers

---

**Write the word that means:**

- Someone who hunts \_\_\_\_\_
- The ball player who pitches the ball \_\_\_\_\_
- The ball player who catches the ball \_\_\_\_\_
- Someone who works \_\_\_\_\_
- Someone who plays a game \_\_\_\_\_
- Someone who camps outdoors \_\_\_\_\_
- Someone who marches in a parade \_\_\_\_\_
- Something that sharpens your pencil \_\_\_\_\_
- Someone who catches dogs that are on the street \_\_\_\_\_
- Someone who teaches \_\_\_\_\_
- Something that is used to curl hair \_\_\_\_\_
- Someone who dreams \_\_\_\_\_

**In the phrases, underline the root words that told you what to write.**

Write answers to the questions.

1. Why did Running Wolf think he might get an axe from the white men?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

2. Why was Running Wolf afraid of the white men?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

3. Why did Running Wolf's heart beat so hard?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

4. What happened because the white boy smiled?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

5. What happened when Prowling Bear brought his axe to the camp?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

**Underline the correct word.**

1. He ran fastest and won the (race, rage). The boy who lost flew into a (race, rage).

2. I am four. What is your (ace, age)? I have a red card. What color is your (ace, age)?

3. My black cat is called (Ginger, Cinder). She likes to eat (ginger, cinder).

4. He took off his (gap, cap). He crawled through a (gap, cap) in the fence.

5. Gentlemen are sometimes called (Cents, Gents). Ice cream costs ten (cents, gents).

6. Cymbals make (magic, music). Magicians make (magic, music).

7. Dessert is (custard and rice, cupboard and nice).

8. Men can smoke a (cider, cigar). Men can drink (cider, cigar).

9. The clowns can race around the circus ring on their (bicycles, braces). Some boys and girls wear (bicycles, braces) on their teeth.

10. You would find a princess in a (cellar, castle). You would find mice in a (cellar, castle).



**Write the words that mean:**

1. a very, very large man \_\_\_\_\_
2. very big \_\_\_\_\_
3. the name of your country \_\_\_\_\_
4. a baby cow \_\_\_\_\_
5. something that closes in a yard \_\_\_\_\_
6. where you keep a car \_\_\_\_\_
7. a place where an animal in a zoo is kept \_\_\_\_\_
8. where you would see a clown \_\_\_\_\_
9. what a man shoots with \_\_\_\_\_
10. what you skate on \_\_\_\_\_

**USE AFTER WORD PERCEPTION LESSON 23** (consonants c and g).

**DIRECTIONS:** The pupils read each sentence, examine the two words in brackets, and underline the word that completes the sentence correctly.

**Special Exercise:** The pupils write just the word. Encourage them to try the spelling independently or to use a primary dictionary.

On the line, write the word that answers the question. Choose words from this list:

Joe Rusty

fought

beautiful

Steve

farmed

kind

surprised

Arlene

grateful

1. Who thought about friendly Indians when he saw the arrowhead?  
\_\_\_\_\_
2. What word tells what Steve thought all Indians did?  
\_\_\_\_\_
3. What word tells about the Indian in the story that Joe Rusty told?  
\_\_\_\_\_
4. What word tells about the arrowhead that Joe found?  
\_\_\_\_\_
5. What word tells what Joe Rusty did for a living?  
\_\_\_\_\_
6. What word tells how the lost white man felt when the Indian came?  
\_\_\_\_\_
7. What word tells how the Indians at the lodge felt when they saw the white man? \_\_\_\_\_
8. Who wanted to hear a battle story?  
\_\_\_\_\_
9. Who thought Joe was different from the Indians you see on television?  
\_\_\_\_\_



1. Why did Joe Rusty tell that story to Steve?
2. Why did Steve say that Joe Rusty was just like a white man?
3. Why did Steve think that Indians were always fighting?

**48 USE AFTER READING "THE HUNTER OF LONG AGO."**

**DIRECTIONS:** The pupils choose the right word to answer each question. (Each is based on an inference made when reading the story. Pupils may re-read if necessary.)

**Special Exercise:** The pupils write the answers in their exercise books.

Read the sentences. Look at the underlined word. What is it? What does it mean?

Circle the words in the sentence that tell what the underlined word means.

Write another sentence using the underlined word.

1. This job is very hard. It is too difficult for you to do.

---

---

2. John can speak two languages — French and English.

---

---

3. His pet monkey wants to see everything. It is very curious.

---

---

4. The robber had been in prison a long time. One day he got out of jail.

---

---

5. This man is well known. He is a famous hockey player.

---

---

6. All the pirates' treasure, all their gold and silver, was in the box.

---

---

7. This is my favorite book. I like it best of all.

---

---

8. The teacher is cross. She is angry because we forgot to do our work.


---

---

Read each sentence. Circle "Yes" or "No."

Underline all the compound words. On the lines, write the root words for each compound word.

1. Snowflakes often fall in August.	Yes	No	_____
2. Fishermen and woodcutters work hard.	Yes	No	_____
3. Newspapers read to you.	Yes	No	_____
4. Long ago, girls wore sunbonnets.	Yes	No	_____
5. Your classmates work at school in the afternoon.	Yes	No	_____
6. The Gingerbread Boy ran away with a pancake.	Yes	No	_____
7. A bluebird built a birdhouse.	Yes	No	_____
8. In the daytime it is moonlight.	Yes	No	_____
9. A rosebud grows in a garden.	Yes	No	_____
10. Indians used deerskins to make clothes.	Yes	No	_____
11. A rainbow trout was caught on a man's fishhook.	Yes	No	_____
12. A baby can push a wheelbarrow.	Yes	No	_____

 Can you write compound words using these words?

ladder   boat   hill   light   side   coat   fire   head  
guard   rain   step   camp   motor   air   life   port

Tell what each compound word means.

Each penny in the parking meter pays for twelve minutes. A nickel pays for one hour.

**Read each paragraph and tell how much money should be put in the meter.**

1. The man said, "I have to go and buy a stamp to put on this letter. The post office is near here. I will put \_\_\_\_\_ in the parking meter."

---

2. John's father was taking him to buy a new pair of shoes. They parked the car just in front of the shoe store. John looked through the door. "They are really busy today," he said.

"Yes, they are," answered his father as he looked at the parking meter. "I had better put in \_\_\_\_\_."

---

3. Mrs. Clark stopped at a parking meter. She wanted to go into the store and buy a newspaper. The red circle was not showing. "Six minutes left!" she said. She put \_\_\_\_\_ in the parking meter.

4. Janet had a very bad cold, so her mother was taking her to the doctor. "We may be a long time in the doctor's office," she said. "I'll put \_\_\_\_\_ in the parking meter."

---

5. "I have to do the shopping," said Mrs. Brown. "It will take me about half an hour. I will put \_\_\_\_\_ in the parking meter."

---

6. Mr. Stinson took Mark and Tony to get their hair cut. He parked the car. "It will take about thirty minutes for each of you," he said. He put \_\_\_\_\_ in the parking meter.

---

7. "The train will be here in ten minutes," said Mother to Susan. "I will put \_\_\_\_\_ in the meter while we wait for Dad."

**USE AFTER READING "LUCKY PENNIES."**

**DIRECTIONS:** Following the pupils' independent working of this exercise, discuss the reasons for their choice of answers.

Write the correct word on the line.

1. It tells us the time. \_\_\_\_\_  
It is something to wear. \_\_\_\_\_ (coach, cloak, clock)
2. It floats on the water. \_\_\_\_\_  
It is something to burn. \_\_\_\_\_ (boat, coal, bone)
3. It has sharp horns. \_\_\_\_\_  
It is scored in a hockey game. \_\_\_\_\_ (goal, goat, gone)
4. You dig it out of the ground. \_\_\_\_\_  
It is a little horse. \_\_\_\_\_ (colt, coal, coat)
5. A lion makes this noise. \_\_\_\_\_  
You drive a car on it. \_\_\_\_\_ (roar, road, roam)
6. You eat it with eggs. \_\_\_\_\_  
You wash with it. \_\_\_\_\_ (toad, toast, soap)
7. If you have a cold, it is sore. \_\_\_\_\_  
It is on your foot. \_\_\_\_\_ (toe, throat, coal)
8. You do this to beef. \_\_\_\_\_  
You do this to bread. \_\_\_\_\_ (toast it, roast it)
9. It is a kind of tree. \_\_\_\_\_  
It is bread. \_\_\_\_\_ (loaf, loan, oak)
10. You find it in the bathroom. \_\_\_\_\_  
You might do this when you are hurt. \_\_\_\_\_ (soar, soap, moan)
11. In hockey you try to put  
the puck in it. \_\_\_\_\_  
It has horns. \_\_\_\_\_ (goat, goes, goal)
12. You do this with a sled  
on a hill. \_\_\_\_\_  
You wear it. \_\_\_\_\_ (coat, cast, coast)

Use the story "Turkeys and Bells" to answer these questions:

1. Is this a story about a girl of long-ago or today?

\_\_\_\_\_

How do you know? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why didn't Mother think that Clare could find the nests?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why was there red wool around the necks of only sixteen turkeys?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is a harness? \_\_\_\_\_

Why did Clare's father let her take the bells off the harness?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. About how many baby turkeys would Clare have for her own?

\_\_\_\_\_

Why do you think that? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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USE AFTER READING "TURKEYS AND BELLS."

**DIRECTIONS:** After the page has been completed, discuss the pupils' answers. Be sure that the pupils can *justify* their inferences from the story.

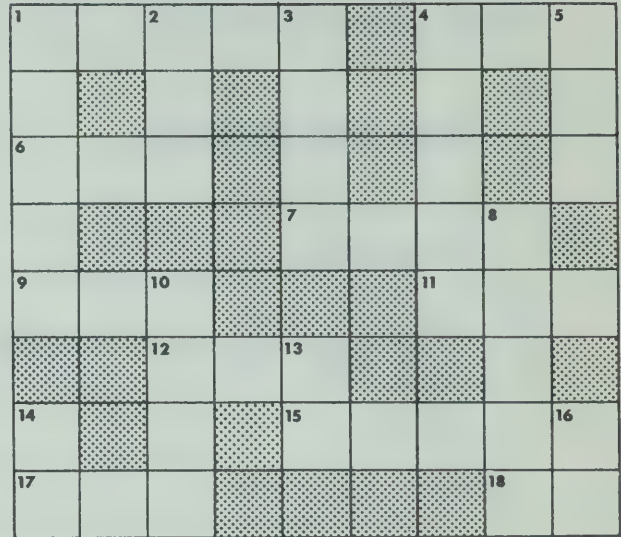
Underline the words with the letters ay.

Circle the words with the letters ai.

1. The sailboat stayed in the bay.
2. The mouse's tail left a trail.
3. I will paint the chair gray.
4. The bluejays ate at the feeding tray.
5. Ray filled the pail with rain water.
6. Down the railway tracks came the train.

Write the answer.

1. What was in the pail? \_\_\_\_\_
2. What left a trail? \_\_\_\_\_
3. What color was the chair painted? \_\_\_\_\_
4. Where did the bluejays eat? \_\_\_\_\_
5. Who filled the pail? \_\_\_\_\_
6. What was on the tracks? \_\_\_\_\_



ACROSS

1. Something pulled by an engine.
4. If you buy something, you must \_\_\_\_\_ for it.
6. What \_\_\_\_\_ you doing?
7. Another word for "country."
9. What hens do to eggs.
11. If you can't do this the first time, you must \_\_\_\_\_ again.
12. What we hear with.
15. A dirty spot on your dress.
17. Something that is sticky and black and is put on roads.
18. "\_\_\_\_\_, you can't!"

DOWN

1. What an Indian made through the woods.
2. Scotch word for "yes."
3. This is used to keep boards together.
4. Bright color to make a picture with.
5. "May I go?" "\_\_\_\_\_, you may."
8. Let the water out of the bathtub.
10. There are 365 days in one of these.
13. The initials of Roy Smith.
14. He is \_\_\_\_\_ the house.
16. My mother always says, "\_\_\_\_\_."

Circle the words that have the letters ea.

- |  |  |
|--|--|
| 1. I read about three seals yesterday.       | 7. The hungry man had bread and steak for breakfast. |
| 2. He was too weak to walk.                  | 8. He reached for the hat on his head.               |
| 3. I like to eat peaches and pears.          | 9. Do not break the lead in your pencil.             |
| 4. Miss Meadow will teach us to draw a bean. | 10. We hear with our ears.                           |
| 5. The great big bear can tear your shirt.   | 11. The finger that I cut healed quickly.            |
| 6. Wear a clean dress to school.             | 12. Read us a story, please.                         |

Print the words on the lines.



thread \_\_\_\_\_



leaf \_\_\_\_\_



pear \_\_\_\_\_



break \_\_\_\_\_

USE AFTER WORD PERCEPTION LESSON 27 (vowel digraph ea).

**DIRECTIONS:** The words that the pupils are to write on the lines are those that they have circled in the sentences. They must identify the vowel sound in each circled word and then print *the word* beside the key word.

The article "Place Names in Canada" told about interesting Indian names. There are many other interesting Canadian names.

Read each of the names. On the lines, write the numeral of the paragraph that tells how the name was chosen.

Kicking Horse Pass \_\_\_\_\_

Regina \_\_\_\_\_

Nipper's Harbor \_\_\_\_\_

Leaside \_\_\_\_\_

Kenora \_\_\_\_\_

Peace River \_\_\_\_\_

Camrose \_\_\_\_\_

Chats Lake \_\_\_\_\_

1. The name is a French word that means "cats." Many wildcats lived in the woods near this lake.

2. The name is a Latin word meaning "queen." The people thought that their city was the most beautiful.

3. The name comes from the first two letters of the names of three places – Keewatin, Norman, Rat Portage.

4. The town was named for the Lea family, who were the first people to live in this place.

5. The name means "hill of roses," and was chosen because many wild roses grew there.

6. This is a place where two Indian tribes stopped fighting each other.

7. There were clouds of small black flies around this harbor.

8. Near this place a man was kicked by his horse. The other men thought that it was so funny that they named this place after the kick.



Here are some more interesting names of places. Think how each place might have got that name. Write your explanations in your exercise books.

Crow's Nest Pass

Moose Jaw

Copper Cliff

Battle Lake

Prince Albert

Pugwash

**56 USE AFTER READING "PLACE NAMES IN CANADA."**

**DIRECTIONS:** The pupils match the number of the explanatory paragraph with the appropriate name.

**Special Exercise:** The explanations for the names are given in the *Teacher's Source Book*. Compare these with the pupils' explanations.

The boy sobbed loudly.

The root word of loudly is \_\_\_\_\_.

Loudly means \_\_\_\_\_.

The man spoke angrily.

The root word of angrily is \_\_\_\_\_.

Angrily means \_\_\_\_\_.

---

The boys and girls in Mrs. Green's room were working busily. Quietly the girls were painting a big picture, while the boys were working happily on a new birdhouse. Suddenly the door opened noisily. Everyone jumped. Mrs. Green spoke clearly, "What do *you* want?" The boys and girls laughed merrily as a big, shaggy dog barked softly, as if to say, "May I stay here?"

**Underline all the words that end in -ly.**

**Write the root words of the words that you underlined:**

_____	_____
_____	_____
_____	_____
_____	_____

**Answer these questions:**

1. How were the boys and girls working? \_\_\_\_\_  
\_\_\_\_\_
2. Why did everyone jump? \_\_\_\_\_  
\_\_\_\_\_
3. What word could you use in the paragraph instead of merrily? \_\_\_\_\_  
\_\_\_\_\_

1. Which one of the children was most excited about going to the zoo?  
\_\_\_\_\_
2. How did the children get to the zoo? \_\_\_\_\_
3. How did Gordon know they were getting near the zoo? \_\_\_\_\_  
\_\_\_\_\_
4. Who liked the monkeys best? \_\_\_\_\_  
\_\_\_\_\_
5. What three things did the seals do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What did the children buy before they went to the elephant house?  
\_\_\_\_\_  
Why? \_\_\_\_\_
7. Who was the king of the jungle? \_\_\_\_\_
8. Why did Gordon feel cross? \_\_\_\_\_  
\_\_\_\_\_
9. Why did the children leave Gordon alone by the lion's cage?  
\_\_\_\_\_
10. Why did the children all come running back? \_\_\_\_\_  
\_\_\_\_\_
11. What did Gordon say that the lion's job was? \_\_\_\_\_  
\_\_\_\_\_



**Tell about your favorite zoo animal. Tell why he is your favorite.**

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**58 USE AFTER READING "THE LION IS BUSY."**

**DIRECTIONS:** The pupils should write the answers to this page without referring to the story, as the page is planned to check their memory of details they have read.

**Special Exercise:** Have the pupils read their compositions to the whole class.

1. When a baby crawls, he \_\_\_\_\_.
2. Most walls are found in \_\_\_\_\_.
3. You put salt on \_\_\_\_\_.
4. Mother put the shawl \_\_\_\_\_.
5. A fawn's mother is a \_\_\_\_\_.
6. Boys are sons; \_\_\_\_\_ are daughters.
7. A laugh is a sound you make when \_\_\_\_\_.
8. Another word for dawn is \_\_\_\_\_.
9. A farmer gets straw from \_\_\_\_\_.
10. Autumn is sometimes called \_\_\_\_\_.
11. Walnuts are good to \_\_\_\_\_.
12. Tom caught the ball with \_\_\_\_\_.



**Finish the paragraph.**

The hawk was gliding high in the sky. Suddenly it dived.

- A. I know this is right.                      C. I think this is likely right.  
B. I know this is not right.                    D. I think this is not right.

Read each sentence and write the letter on the line.

- |  |  |
|--|--|
| <p>1. Ned and his friends were never sick. _____</p> <p>2. Dr. Bradford often drove along country roads. _____</p> <p>3. A veterinarian can have a hospital. _____</p> <p>4. Animals can get sick and then a doctor can help them. _____</p> <p>5. Ned liked Dr. Bradford's dog. _____</p> <p>6. Mr. Davis is glad that he called Dr. Bradford to see Paddy. _____</p> | <p>7. Ned is afraid of animals. _____</p> <p>8. Ned and his father had both been in the hospital. _____</p> <p>9. Dr. Bradford always answered Ned's questions. _____</p> <p>10. It was a fine day when Ned went with Dr. Bradford. _____</p> <p>11. Dr. Bradford's hospital is smaller than most hospitals. _____</p> <p>12. Mr. Davis is a farmer. _____</p> |
|--|--|



1. Why did Ned think that Dr. Bradford was a good doctor? \_\_\_\_\_  
\_\_\_\_\_
2. Why did Ned say, "This isn't the way to the hospital?" \_\_\_\_\_  
\_\_\_\_\_
3. Why was Ned mixed up about who Paddy was? \_\_\_\_\_  
\_\_\_\_\_
4. How did Ned find out that the calf was Dr. Bradford's patient? \_\_\_\_\_  
\_\_\_\_\_

**60 USE AFTER READING "A DOCTOR, JUST LIKE YOU."**

**DIRECTIONS:** Discuss the implications of the key sentences at the top of the page. Then tell the pupils to read each sentence and write the appropriate key letter after it. Following the pupils' independent work, have them justify their answers by referring to the story.

**Special Exercise:** Tell the pupils that the answers to these questions are not directly stated in the story, but that they can answer them if they think carefully about what the story did tell.

Print the word under the picture.

yarn

Mary

rainy

penny

cry

yawn

key

yard

fly

kitty

frying pan

sky







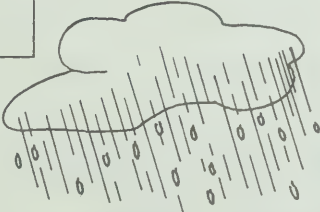




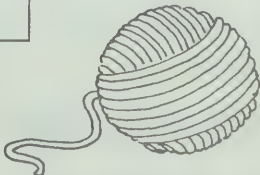
Put the right numeral in the box.

Key Words:

1. you

2. my

3. funny

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

USE AFTER WORD PERCEPTION LESSON 31 (y as a vowel and a consonant).

**DIRECTIONS:** From the list of words at the top of the page, the pupils choose the correct word for each picture and print it underneath. They are to decide which sound (according to the key words) the y in each word represents. The numeral that identifies the correct key word is to be written in the box.

Finish the outline. Use the details at the bottom of the page.

## The Story of Shoes

### A. Man's first shoes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### B. Pointed toes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### C. Interesting shoes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### D. Modern shoes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

musical shoes that play a tune	furry inside
sometimes two feet long	have high or low heels
made it difficult to walk	king made a law about them
high leather boots that come above the knee	made so that water runs out
started in Scotland	shoes with pictures on the soles
made of skins	may be boots for football
can be made from rubber	rough leather ties

#### 62 USE AFTER READING "THE STORY OF SHOES."

**DIRECTIONS:** From those at the bottom of the page, the pupils choose three details for each heading and write them on the lines.

Finish this outline. Tell the three most important things about your own shoes.

## My Shoes

### A. My very first shoes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### B. My winter boots

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### C. My school shoes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### D. My slippers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Circle each word in which you see the letters gh.

Underline a word in each sentence that rhymes with the circled word.

- |  |   |
|--|---|
| 1. Can you <u>fly</u> that <u>high</u> ? | 7. He gave a cough as he took off his mask. |
| 2. The kite was a bright color.          | 8. I bought a cot for the baby.             |
| 3. Dogs bite when they fight.            | 9. I will wait till I am eight.             |
| 4. There was a white light in the room.  | 10. The horse will neigh for hay.           |
| 5. He got caught in the hole.            | 11. The ghost sat on the fence post.        |
| 6. You may weigh the apples in the bag.  | 12. They will laugh at the calf.            |



### Mark

- (1) in green: the words in which the letters gh stand for the f-sound
- (2) in red: the words in which the letters gh stand for no sound
- (3) in blue: the words in which the letters gh stand for the g-sound
  - (a) The cats fought in the night.
  - (b) I thought we had enough pencils.
  - (c) Her weight is sixty pounds. Does she weigh enough?
  - (d) Have you ever heard a ghost cough?
  - (e) The teacher taught us to laugh softly.
  - (f) A gherkin is a tiny pickle.
  - (g) The meat was so tough that he couldn't eat it.
  - (h) My neighbor might have bought a new car.

**Think about the story "The Sandmen." Answer the questions.**

What do you think Irene should have done when she first saw the ice under the snow on the sidewalks?

---

---

---

What do you think the children should have done when they saw Gary coming out of his house?

---

---

---

Do you think that Irene, Rosemary, and Jim should have been allowed to go to the hockey game? \_\_\_\_\_

Why? \_\_\_\_\_

---

What do you think the children's mothers and fathers should do?

---

---

---

---

---

---

**USE AFTER READING "THE SANDMEN."**

**DIRECTIONS:** Be sure that the pupils give their own opinions, but they must keep in mind the facts as given in the story.

# A B C D E F

Arrange the list of words in each box in alphabetical order.  
Write the words on the lines.

cat _____ box _____ axe _____	brush _____ doll _____ crumb _____
dish _____ fast _____ east _____	cold _____ band _____ are _____
dot _____ eat _____ find _____	care _____ bow _____ add _____
drove _____ crank _____ boat _____ eve _____	blow _____ car _____ air _____ drum _____

Write a word on the line.

The word you choose must keep the words in alphabetical order.

1. apple      bat      \_\_\_\_\_      dog
2. arm      \_\_\_\_\_      crow      doll
3. \_\_\_\_\_      band      candy      dart
4. cast      \_\_\_\_\_      evening      fancy
5. blend      claw      drop      \_\_\_\_\_
6. \_\_\_\_\_      door      end      fairy
7. blue      can      \_\_\_\_\_      elf
8. Andy      Betty      Carl      \_\_\_\_\_

1. The younger boys couldn't find anyone to help them.  
The big boys chased them off the rink.  
John's dad said he had to fight his own battles.  
The boys cleaned the snow off the rink.  
Mrs. Johnson wouldn't let them play on the road.  
Mr. Johnson said he couldn't make a rink because the ice would ruin the grass.
2. The boys thought the mayor might help.  
The boys' fathers asked the mayor to help them.  
The mayor had a big desk.  
The mayor helped to find a place for baseball.  
The Rockets asked the mayor to help them get a rink.  
The boys liked to play hockey.
3. The mayor will help.  
The Rockets said the younger boys couldn't skate.  
The mayor said a plan would be worked out.  
The fathers should have helped the boys.  
"The rink should be for everyone," said the mayor.  
The mayor said he would talk to the council.
4. A new plan was worked out.  
The Rockets needed a lot of practice.  
The younger boys could use the rink for an hour every day.  
David's mother would not let the boys play on the road.  
The younger boys could play Saturday and Sunday mornings.



Why did the Rockets decide to help the younger boys?

What do you think John's dad said when he found out what the new plan was?

What do you think Mr. Johnson said?

---

**USE AFTER READING "WHO WILL HELP?"**

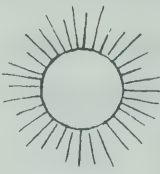


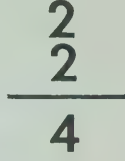
**DIRECTIONS:** Have the pupils read the main idea statement and the details under it. They are to cross out the details that *do not belong* with that particular main idea.

**Special Exercise:** Remind the pupils to keep in mind the facts given in the story as they answer the questions. The pupils write the answers in their exercise books.

# Directions:

# Key Words

Look at the key words. Note the underlined letter and think of the sound that it stands for. Read the sentences and find the words with letters like those underlined in the key words. Underline the words. Check the correct key word column. The first two are done.

 <u>s</u> un <u>s</u>	 rose <u>z</u> ebra <u>z</u>	 axe <u>k</u> s	 ex <u>a</u> mple <u>g</u> z
1. Please may I see it?	✓	✓	
2. She is sixteen years old.	✓	✓	✓
3. I went to an exciting movie.			
4. The sky is hazy today.			
5. Can you make it easy to do?			
6. They got a taxi at the airport.			
7. She gazed at the pretty picture.			
8. We made a candle of wax.			
9. Do not tease the baby.			
10. Walking is good exercise.			
11. The pig squeezed under the gate.			
12. Can you fix my top?			
13. Can we choose a book?			
14. They need an extra blanket.			
15. The breeze came from the north.			
16. I have an exam today.			

## 68 USE AFTER WORD PERCEPTION LESSON 35 (s, z, x).

**DIRECTIONS:** Discuss the directions with the pupils. Explain the method of checking the columns. For example, "Please" has the z-sound, therefore the second column is checked; "see" has the s-sound, therefore the first column is checked. The page should be checked orally.

Read each sentence. Circle “Yes” if it could be true and “No” if it could not be true.

Underline all the words in which you hear the ks-sound.

---

An axe is used to chop wood.	Yes	No
Sticks will burn.	Yes	No
When you count, sixty comes next after forty-nine.	Yes	No
Mark’s little dog barks loudly.	Yes	No
Sitting down is good exercise.	Yes	No
A fox makes a good pet.	Yes	No
The big box exploded with a bang.	Yes	No
Going to bed is very exciting.	Yes	No
Your dad will fix the car.	Yes	No
A colt can be very frisky.	Yes	No
Another name for a fairy is pixie.	Yes	No

---



Can you tell what the underlined word means in each sentence?

- |   |  |
|---|--|
| 1. We play with <u>jacks</u> and a ball.<br>My dad <u>jacks</u> up the car. | 3. Mother <u>mixed up</u> a cake.<br>The boy got <u>mixed up</u> and lost his way. |
| 2. Doors have <u>locks</u> .<br>The little girl has curly <u>locks</u> .    | 4. I ran to get a <u>box</u> for Ted.<br>I ran to <u>box</u> with Ted.             |
-

**Which sentences mean the same?**

**A TV crew has come to shoot the carnival.**

The TV men had guns to shoot people.

The TV men had cameras. They were going to take pictures.

**They're probably taping a show.**

They are going to put the pictures on a special machine.

They are going to put some sticky paper tape on a movie screen.

**Down he fell, head over heels, right into a mud puddle.**

He fell down into the mud with his head on top of his feet.

He fell flat into the mud puddle.

**All these other people are the production crew.**

All these people work the cameras and the machines.

All these people are the actors in the show.

**Imagine forgetting that!**

The boys thought that they would forget to watch the show.

They certainly would not forget to watch the show.

**I can't eat these buns. They're as hard as iron.**

The buns were made out of iron.

The buns were too hard to eat.

**The building is so high that it reaches up to the sky.**

The building is trying to touch the sky.

The building is very, very high.

**Let's stop pulling. My arms are going to fall off.**

My arms are very tired.

I cut my arms off.

**The fog is as thick as a blanket.**

There was so much fog you couldn't see through it.

There were white blankets hanging from the sky.

**70 USE AFTER READING "TELEVISION STARS."**

**DIRECTIONS:** In the top part of the page the underlined sentences are taken from the story. The pupils underline one of the two sentences that best expresses the meaning of the underlined sentence as used in the story. In the bottom part, the pupils underline one of the sentences that means the same as the one in bold face type.

Write the numeral that tells how many vowel sounds you hear in each word.

Tell what vowel sounds you hear.

cat	<u>1</u>	<u>short <i>a</i></u>	<u>                    </u>
yellow	<u>2</u>	<u>short <i>e</i></u>	<u>long <i>o</i></u>

1. running

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. punish

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. rose

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. magic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. swim

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. follow

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. wise

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. track

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. lazy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. tail

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. plenty

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. explode

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. music

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. high

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

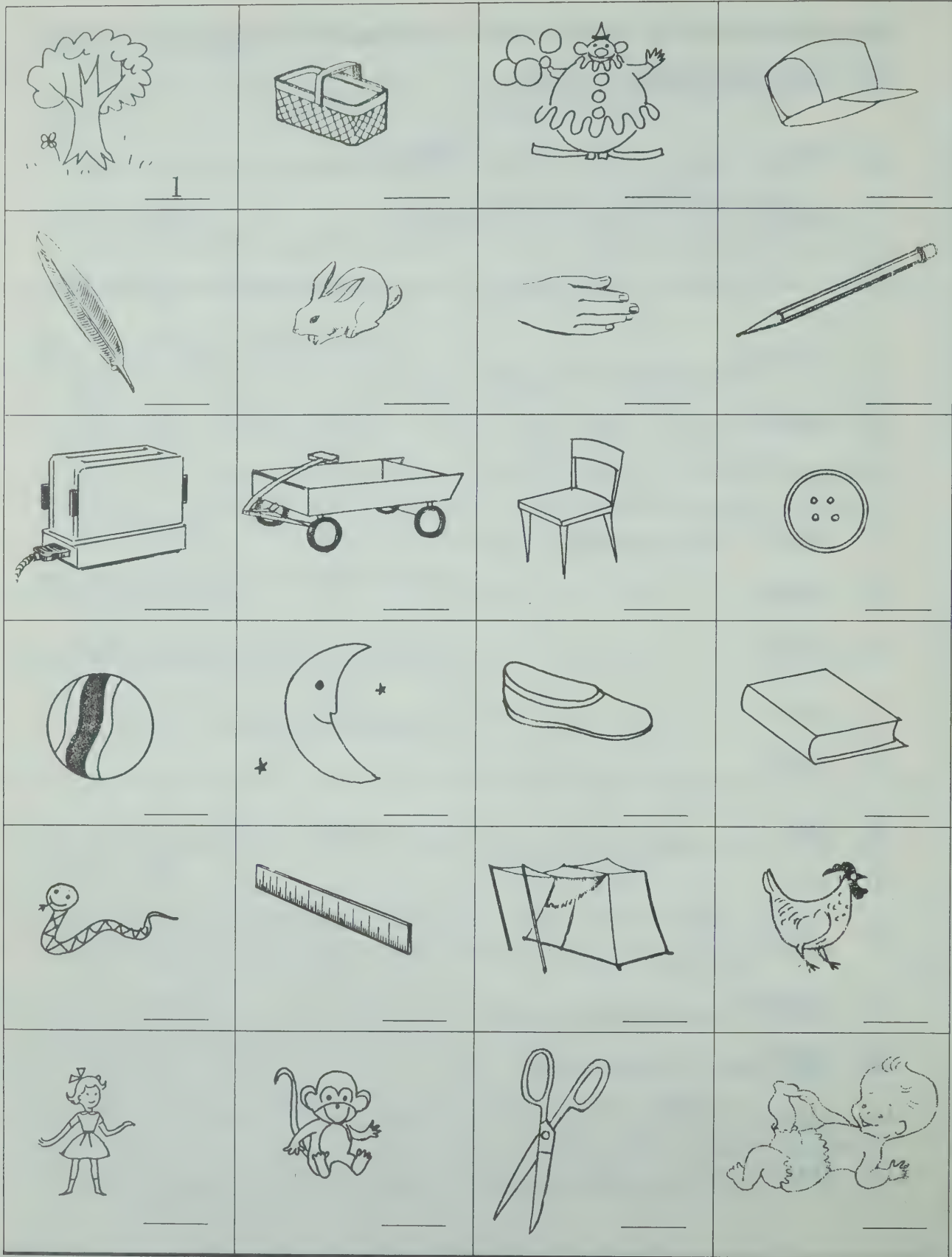
15. fancy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**72 USE AFTER WORD PERCEPTION LESSON 37** (auditory perception of syllables).

**DIRECTIONS:** Tell the pupils to say softly the name of each picture and listen for the vowel sounds. On the line, the pupils are to write the number of syllables they hear.

**Circle the right ending for each paragraph.**

**Underline the parts of the paragraph that helped you find the right ending.**

1. The storekeeper saw seventeen children buying toys. One had a doll that cost three dollars. One had a fire engine that cost four dollars. All the others had things that cost a lot too. None of the children had money, but one little girl had a piece of paper. It was folded into a little ball. It was old and worn, but the storekeeper could still see the writing on it. The writing said, "Please charge this to Mrs. Jones."

The storekeeper said to himself.

- (a) "I won't let them have these toys."
- (b) "I don't think Mrs. Jones wants to charge all these toys."
- (c) "Mrs. Jones must be very kind to buy toys for all the children."

2. Mary Jane had a magic card. At first she didn't believe it would work. She took it to the store and waited to see if she could buy things without money. Sure enough, Mr. Ellis gave her a box of paper handkerchiefs and didn't ask her to pay for them. Mary Jane still wasn't sure about the card, so next day she just asked for an ice-cream cone — a chocolate ice-cream cone. And she didn't have to pay for that. Every day for two weeks she got something, and never once did the storekeeper ask for money. Mary Jane said to herself,

- (a) "Storekeepers don't take money any more."
- (b) "I don't need money when I have a magic card."
- (c) "My mother won't like it if I buy too much."

 What do you think Mary Jane's mother said to her when she got home?

What do you think Mary Jane's father said when he found out?

**USE AFTER READING "CHARGE IT, PLEASE."**

**DIRECTIONS:** Discuss the pupils' directions, particularly the second part. When the page has been completed, discuss the pupils' answers, and the reasons for their choices. The reasons should be justified by the parts of the paragraphs that the pupils underlined.

**Special Exercise:** Have the pupils write their answers in their exercise books.

1. I left my pencil on my desk and now I can't find it. It isn't on the floor. It isn't in my desk. Nobody has been near to take it. Where it's gone is a real mystery.

2. "Come in to dinner now, John," called his mother.

"Later, please," said John.

"Wait until I finish my game."

"Now, I said," answered his mother. "Come in here immediately. Dinner is ready right this minute."

3. "You did not sing that song very well," said the teacher. "You need more practice. You will have to sing it again and again. I want you to do better tomorrow."

4. I like chocolate candies best. I like chocolate ice-cream best. I like chocolate puddings best. Chocolate is my favorite flavor.

5. Johnny's pup chased his sister's kitten. It slept on his father's chair. It tracked through his mother's kitchen. It chewed up Johnny's book.

Johnny's mother said, "That dog is always in mischievous."

6. The children cut out stars and made strings of popcorn. They painted pine cones. They made paper snowmen and paper chains. Soon they had enough decorations for the Christmas tree.

a) It rained and rained. The water rushed down from the hills. The little stream overflowed its banks. It became a torrent.

b) It was cold, and his cap didn't cover his ears. They began to tingle. It felt as if something was stinging or pricking his ears with a pin.

c) Nancy put the leash on her dog Scamper. Then she picked up the end of the leather rope and led him down the street.

d) All the boys and girls were astounded by the huge animal. They could hardly believe their eyes! And how surprised they were when it got up on a ball and began to dance.

Find the sentence, or a part of a sentence, in the story "The Little Angry Skunks" that means the same as each of the sentences below. Copy the sentences from the story on the lines.

1. The bear cub was round and fat.

---

2. The bear cub was only a few months old.

---

3. The cub's ears stood up.

---

4. The sun was right over a tree.

---

5. The mother bear ran very fast.

---

6. The mother bear hit the cub on his head.

---

---

---



Think how you could say each of the following sentences in a different way. Write your answers in your exercise books.

a) She ran helter-skelter from the clearing.

b) The little skunks were looking as ruffled as leaves in a windstorm.

c) The little bear cub was busy as a bumblebee.

d) Old Lady Bear was sniffing out a honey tree.

e) The stream bubbled and sang.

**USE AFTER READING "THE LITTLE ANGRY SKUNKS."**

**DIRECTIONS:** Discuss the directions with the pupils.

**Special Exercise:** Be sure that the pupils understand that what they write must mean the same as the original sentences. Discuss the pupils' answers.

A syllable is a word or a part of a word in which we hear one vowel sound.

Read each word.

Underline each vowel letter that spells a vowel sound.

On the line, write the numeral that tells how many syllables there are in each word.

place      1

stupid      2

colt      \_\_\_\_\_

winter      \_\_\_\_\_

listen      \_\_\_\_\_

cat      \_\_\_\_\_

chicken      \_\_\_\_\_

sister      \_\_\_\_\_

drum      \_\_\_\_\_

pillow      \_\_\_\_\_

robin      \_\_\_\_\_

string      \_\_\_\_\_

wave      \_\_\_\_\_

lively      \_\_\_\_\_

broke      \_\_\_\_\_

today      \_\_\_\_\_

paper      \_\_\_\_\_

wings      \_\_\_\_\_

shadow      \_\_\_\_\_

painting      \_\_\_\_\_

divide      \_\_\_\_\_



In the paragraph, underline all the words that have two syllables.

The children went on a picnic. They went in a big, yellow bus. The teacher kept them singing and laughing as they were riding. When they got to the meadow, they had a football game and then ate their lunches. They had candy and cookies, too. They were tired and happy as they drove home.

How did you know that there are two syllables in the words you underlined? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many of the underlined words have a long vowel sound? \_\_\_\_\_

How many of the underlined words have a short vowel sound in the first syllable? \_\_\_\_\_

Say each word. Think how many vowel sounds you hear. Write the word in the right box.

highest	drum	moon	over	pony
wait	blow	shower	street	cute
dragon	scamper	rake	glad	button
clown	plate	record	green	hand
travel	winter	package	sweater	

---

A word with one vowel sound is called a one-syllable word.


A word with two vowel sounds is called a two-syllable word.


1. Why did David call the toad "Hoppy"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What did Hoppy like to eat? \_\_\_\_\_  
  
How do you know? \_\_\_\_\_  
\_\_\_\_\_
3. Why did David look in the fish pool for Hoppy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did David think that the eggs in the pool were fish eggs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are tadpoles? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why did David compare the toads to popcorn popping? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Why didn't the baby toads stay in the water? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What was David's "Surprise"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**78 USE AFTER READING "DAVID'S SURPRISE."**

**DIRECTIONS:** Have the pupils answer the questions in their own words but allow them to use their readers if they like. Tell them that the answers to the questions are not written down word for word in the story, but that if they think about what the story does tell them, they will know the answers. Discuss the answers when the page has been completed.

1. Say each word. Tell how many syllables it has.

held _____	many _____	better _____
lost _____	farmer _____	stay _____
before _____	until _____	need _____
smile _____	late _____	slow _____

2. Each word below has two syllables. Look at the first syllable in each. Tell if the vowel sound in the first syllable will be long or short. The first one has been done for you.

den tist <u>short</u> _____	bel low _____
o pen _____	si lence _____
fun ny _____	gab ble _____
hap py _____	de tail _____
ba by _____	ga ble _____
mu sic _____	kind ness _____
hel lo _____	can cel _____
sum mer _____	log ger _____
pa per _____	se cret _____
pep per _____	ho tel _____
la zy _____	flick er _____

USE AFTER WORD PERCEPTION LESSON 40 (visual-auditory perception of syllables).

**DIRECTIONS:** After the pupils have completed the exercise, consider with them how they knew that the vowels would be long or short, and have each word pronounced.

**A. Find six one-syllable words in your Practice Book. Write them.**

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_


**B. Find six two-syllable words in your Practice Book. Write them.**

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

**C. Divide each of the following words into syllables.**

**Underline the vowel letter in the first syllable of each word.**

- |                                 |                  |
|---------------------------------|------------------|
| 1. twen ty <u>twen</u> ty _____ | 7. silver _____  |
| 2. scatter _____                | 8. candy _____   |
| 3. follow _____                 | 9. better _____  |
| 4. shampoo _____                | 10. Santa _____  |
| 5. pretty _____                 | 11. button _____ |
| 6. garden _____                 | 12. picnic _____ |

 **Find a word in C part, above, to match each of these meanings.  
Write the numeral on the line.**

- |                                     |                              |
|-------------------------------------|------------------------------|
| _____ a place in which flowers grow | _____ less sick              |
| _____ someone we see at Christmas   | _____ throw here and there   |
| _____ two tens                      | _____ beautiful              |
| _____ to come behind                | _____ to eat outside         |
| _____ something very sweet          | _____ what dimes are made of |
| _____ to fasten your coat           | _____ to wash your hair      |

**Answer the following questions. Just write one or two words. Think of the best words you can for each answer.**

1. How did Julie feel when Johnny was teasing her? \_\_\_\_\_  
\_\_\_\_\_
2. How did Johnny feel when Julie ran into the house? \_\_\_\_\_  
\_\_\_\_\_
3. How did the boys and girls act when the lightning struck the tree? \_\_\_\_\_
4. How did the thunder sound? \_\_\_\_\_  
\_\_\_\_\_
5. How did the old oak tree look after it had been struck by the lightning? \_\_\_\_\_
6. How did the pupils act when the teacher was telling them about lightning? \_\_\_\_\_  
\_\_\_\_\_
7. How did Julie feel when the teacher said her Aunt Nellie was not a sissy? \_\_\_\_\_  
\_\_\_\_\_
8. How do you think Johnny felt when the teacher said that being afraid of lightning did not mean you were a sissy?  
\_\_\_\_\_  
\_\_\_\_\_

Print the letters ph on the line in each word below.

For each sentence find the word that answers the question "What is it?"

Join the word to the correct sentence.

## What Is It?

---

You would hunt it in Canada.

ele\_\_\_\_\_ant

You would not hunt it in Canada.

\_\_\_\_\_asant

It is made up of sentences.

paragra\_\_\_\_\_

It is not a complete sentence.

\_\_\_\_\_rase

---

You play records on it.

tele\_\_\_\_\_one

You talk on it.

telegra\_\_\_\_\_

You use it to send a telegram.

\_\_\_\_\_otogra\_\_\_\_\_

It is a picture of someone.

\_\_\_\_\_onogra\_\_\_\_\_

---

My mother has one.

\_\_\_\_\_il

This is my sister's name.

or\_\_\_\_\_an

This is the name of a boy.

ne\_\_\_\_\_ew

He has no parents.

\_\_\_\_\_yllis

---

**Find the mistakes and rewrite the paragraph correctly.**

“Will you please send a telephone for me?” he asked.  
“It is to my nephew. Tell her I got three elephants.  
Sign it, your loving orphan, Phil.”

[illegible]

Arrange these words alphabetically by numbering them from 1 to 5 in each box.

task _____	zero _____	nail _____	Fred _____
skate _____	yes _____	rate _____	Don _____
run _____	very _____	quiz _____	Elaine _____
under _____	were _____	over _____	Gord _____
quit _____	x-ray _____	paint _____	Cathy _____
man _____	king _____	train _____	ace _____
open _____	jip _____	under _____	cold _____
lonely _____	into _____	waste _____	do _____
pot _____	hot _____	vein _____	break _____
nose _____	gold _____	sad _____	every _____

Put these words in the correct column:

house sad call waste' endless join tramp blew many  
 floor race plane yet axe torn freight gone plot

a b c d e f

g h i j k l m n o p

q r s t u v w x y z

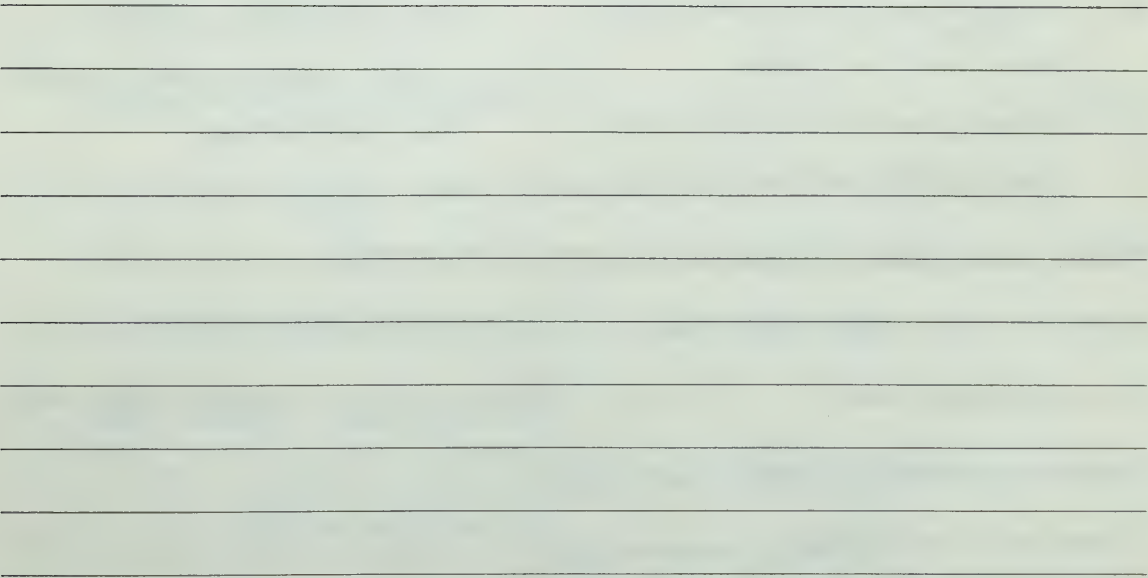
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Each of the groups of words is a sentence.

Re-arrange the words in alphabetical order so that they make a sentence.

- Collins every Ask down Betty Friday
- glad Ed he feels is jumping
- home Go July Karen in
- opens Nancy parcels quickly
- Susan Race Victor's Uncle window to

**What pictures have you seen in the clouds? Pretend that it is a hot summer's day and that you are lying on your back looking up at big, white, puffy clouds floating in the sky. In the space below, draw what you see, and, on the lines, tell in words what you see.**



Some letters do not stand for any sounds.

These letters are called silent letters.

**A. Look at the word calf. Say the word.**

**There is no sound for the letter \_\_\_\_\_.**

**B. Print the silent letter on the line beside each word.**

talk	_____	wrist	_____	yolk	_____	kneel	_____
lamb	_____	knives	_____	write	_____	climb	_____
salmon	_____	walk	_____	wren	_____	crumbs	_____

**C.**

- |   |   |
|---|---|
| 1. She wrote the answer with blue chalk.                        | 6. Wendy wrote a poem about a wren and a calf.    |
| 2. I like salmon, swordfish, and lamb chops to eat.             | 7. Swords and knives are very sharp.              |
| 3. The man walked half a block to phone for a wrecker.          | 8. He made a new knob for the kettle.             |
| 4. He held the comb between his thumb and his finger.           | 9. Bob sold two lambs.                            |
| 5. Karen knew how to tie a knot when she finished her knitting. | 10. Jane's mother gave a dollar for baby-sitting. |

**Which sentence is it? Write the numeral (or numerals).**

Someone wrote something. _____	She was making a sweater. _____
It tells about food. _____	Boys and girls don't play with these. _____
Someone got some money. _____	He will fix his hair. _____
There was an accident. _____	

Can you think of other words to write in the spaces? Think of your own words.

1. Spring is fun.

Spring is \_\_\_\_\_.

Spring is \_\_\_\_\_.

Spring is \_\_\_\_\_.

2. The boys made a tall snowman.

The boys made a \_\_\_\_\_ snowman.

The boys made a \_\_\_\_\_ snowman.

The boys made a \_\_\_\_\_ snowman.

3. Carlos rolled in the snow.

Carlos \_\_\_\_\_ in the snow.

Carlos \_\_\_\_\_ the snow.

Carlos \_\_\_\_\_ the snow.

4. The boys built a big tree house.

The boys built a \_\_\_\_\_ tree house.

The boys built a tree house in a \_\_\_\_\_ tree.

5. Carlos was curious about spring.

Carlos was \_\_\_\_\_ about spring.

Carlos \_\_\_\_\_ about spring.

6. Pretty flowers were growing.

\_\_\_\_\_ flowers were growing.

\_\_\_\_\_ flowers were growing.

---

USE AFTER READING "SPRING IS EVERYWHERE."

**DIRECTIONS:** Tell the pupils to read the first sentence in each group and note the underlined word. Tell them to think of *other words* that can be substituted for the underlined word and write them in the blanks. Encourage them to think of as colorful words as possible.

Underline all the words in which you see ei or ie. Say the words.

1. There were eight reindeer in the field, but one of them died.
2. Neither Tom nor his neighbor could find their friend's pie.
3. I believe that the ceiling should be blue.
4. His niece weighs either forty or fifty pounds.
5. The thief dropped the horse's reins, and the sleigh stopped.

---

Write the ie and ei words in the row beside the key word that has the same vowel sound.

me			
bike			
skate			
send			

- 
- ➡ a) a large animal with antlers that lives in the north \_\_\_\_\_
- b) someone who lives near you \_\_\_\_\_
- c) someone who steals \_\_\_\_\_
- d) the top covering of a room \_\_\_\_\_
- e) a narrow piece of leather used to drive a horse \_\_\_\_\_
- f) a person who likes you \_\_\_\_\_
- g) a piece of land used to grow wheat \_\_\_\_\_
- h) a cart used on snow \_\_\_\_\_

**Number the sentences in the right order.**

- \_\_\_\_\_ Betsy finally caught Cinders.
  - \_\_\_\_\_ Betsy fastened the leash to Cinders' collar.
  - \_\_\_\_\_ Cinders tried to chase a red car.
  - \_\_\_\_\_ Cinders did chase the green bicycle.
  - \_\_\_\_\_ Betsy slapped Cinders with the newspaper.
  - \_\_\_\_\_ Betsy and Cinders started off for Grandmother's.
- 

- \_\_\_\_\_ Grandmother gave Betsy some cookies and milk.
  - \_\_\_\_\_ Betsy put Cinders in the back yard.
  - \_\_\_\_\_ Betsy and Grandmother heard Cinders barking.
  - \_\_\_\_\_ Cinders lay down quietly under the hedge.
  - \_\_\_\_\_ Betsy took the newspaper into the house.
- 

- \_\_\_\_\_ More and more robins were diving at Cinders.
  - \_\_\_\_\_ Cinders started to screech and yelp.
  - \_\_\_\_\_ Betsy opened the back door.
  - \_\_\_\_\_ The other robins flew away.
  - \_\_\_\_\_ Betsy ran to the window.
  - \_\_\_\_\_ "Good dog, Cinders," said Betsy.
  - \_\_\_\_\_ Cinders put his tail between his legs and ran in the door.
  - \_\_\_\_\_ The baby robin hopped out from under the hedge.
  - \_\_\_\_\_ Cinders stayed close to Betsy all the way home.
- 

**USE AFTER READING "A LESSON FOR CINDERS."**

**DIRECTIONS:** Have the pupils number the sentences in the order in which they happened. Note the three parts to the page. In each part the numerals should start again at 1.

**Read the paragraphs.**

The Merryweathers' big farm kitchen was always a cheerful room, but at half past six on a February morning, it seemed the friendliest place in the world. Mother moved lightly about from cupboard, to pantry, to table, setting the cloth with spoons and forks and plates. The tea-kettle sang on top of the stove, and Blackie the house-cat "sang" on her cushion beside the stove. Grandmother, a clean apron tied over her housedress, hummed happily while she spooned out the batter with one hand and fried the sizzling bacon with the other. Grandmother was always in her best mood when she was making good things for other people to eat.

Soon the door opened, and Mr. Merryweather came in, filling the room with his long limbs, big voice, and hearty appetite.

"Ah — breakfast . . .," he boomed, scooping Martin up in his strong arms and pretending to eat him.

"Daddy! Daddy!" cried Martin struggling. "We're having *pancakes* for breakfast!"

"Pancakes! Why didn't you say so?" Mr. Merryweather swung Martin into a chair and sat down himself, while Grandmother brought the pancakes and Mother poured the tea.

Ah — breakfast . . .!

— MURIEL MACLEAN

*adapted from "A Taste of Spring"*

**Answer the questions.**

1. How did Mother move about the kitchen? \_\_\_\_\_
  2. How did Grandmother put on her clean apron? \_\_\_\_\_
  3. What was Grandmother doing with the batter? \_\_\_\_\_
  4. How did Grandmother cook the bacon? \_\_\_\_\_
  5. When was Grandmother happiest? \_\_\_\_\_
  6. How did Father pick Martin up? \_\_\_\_\_
  7. How do you know Martin tried to get out of Father's arms? \_\_\_\_\_
- \_\_\_\_\_

**Read the paragraphs.**

One fine morning, the sun was shining and birds were singing in the trees. Billy hopped out of bed and hurried to the kitchen to eat his breakfast. As he was drinking his milk, he heard his mother phoning someone. He wanted to know who it was that she had phoned. But his mother just smiled and said, "You'll see."

Billy frowned. He wanted to know right away. He wished his mother would tell him. But she just said, "I'm going out in the car for a while. I'm leaving some cookies on the table. Be good." And off she drove.

Billy was playing when he heard the car drive in. Someone was sitting beside his mother.

"It's Tom," cried Billy.

"Yes," said his mother. "I was talking to Tom's mother on the phone this morning. But we wanted to surprise you. So I didn't tell you that Tom was coming to visit us."

**Circle all the words in the paragraph in which you see an s, ed, or ing ending.**

**Write the root words on the lines below.**







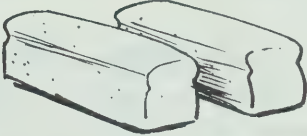
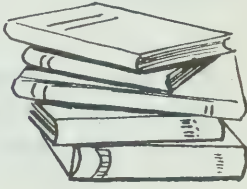




_____	_____	_____
_____	_____	_____
_____	_____	_____



**Look at the words that you circled in the paragraphs. Can you think of other words that could be used instead? Write the paragraphs, using other words.**

1. Why do people usually wear more white clothes in the summer?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do people who live in the desert often paint their houses white? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What does "reflect heat" mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What happens to a book when you blow up a balloon that is under it?  
\_\_\_\_\_  
\_\_\_\_\_
5. How many books can you lift this way? \_\_\_\_\_  
Why do the books rise? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why does a ruler hum when you tap a part of it that is not on a table? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What does "vibrate" mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write the word for each picture. Be sure you have the right ending.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Write sentences to tell what each underlined word means.

1. Jane saw fairies in the moonlight.
2. John has two new pocket knives.
3. Put your books on the shelf.
4. Those scarves are too long for you.
5. Please cut the chocolate bar into halves.
6. Her little dolly lay broken on the floor.

USE AFTER WORD PERCEPTION LESSON 87 (recognizing plural form).

**DIRECTIONS:** The pupils are to write a word for each picture. Where there is more than one object in the picture, the words must have the correct plural ending.

**Special Exercise:** The pupils write the sentences in their exercise books.

Read this poem about the swing. How many pictures do you see? List them on the lines. Draw these pictures all around the poem.

## The Swing

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside—

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!

— ROBERT LOUIS STEVENSON

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Read and follow the directions.

A. In some words, the first vowel is long, and the second silent.

In each list below, circle the word that does not follow this rule.

<u>ie</u>	<u>oa</u>	<u>ay</u>	<u>ai</u>	<u>ea</u>
fried	toad	play	pail	bear
flies	soak	says	bait	seat
field	coach	stay	main	meal
pie	boat	tray	trail	heap
skies	board	gray	chairs	beads

B. Look at the Key Words and the way in which the vowel sound is shown.

Now read the words below. Beside each word, write the vowel letter and show the sound it stands for. The first one has been done for you.

# KEY WORDS

cake (ā)	me (ē)	line (ī)	rode (ō)	man (a)	ten (e)
eight <u>ā</u>	tray    _____	bread    _____	steak    _____		
friend    _____	coat    _____	break    _____	rain    _____		
said    _____	aisle    _____	class    _____	niece    _____		
dream    _____	says    _____	faint    _____	deaf    _____		
pays    _____	coast    _____	laugh    _____	please    _____		



From the lists above, choose words that mean the same as the following words:

ship	_____	pile	_____
wood	_____	meat	_____
game	_____	crack	_____
bucket	_____	weak	_____
path	_____	smile	_____
pal	_____	speak	_____

USE AFTER WORD PERCEPTION LESSON 48 (review vowel digraphs oa, ay, ai, ea, ie, ei).

**DIRECTIONS:** Discuss the directions with the pupils.

**Special Exercise:** Remind the pupils to use the words in both Part A and Part B from which to choose the words that mean the same as those listed in the *Special Exercise*.

Use the best word to finish each sentence.

flagpole	footstool	tablecloth	doorway
sunflower	grasshopper	fireplace	bluejay
fingernail	snowstorm	baseball	sunlight

1. Jimmy hit his \_\_\_\_\_ with the hammer.
2. There is a tall, new \_\_\_\_\_ in the schoolyard.
3. Use a clean white \_\_\_\_\_ for dinner.
4. The trucks were stalled by the \_\_\_\_\_.
5. Light a big fire in the \_\_\_\_\_.
6. The green \_\_\_\_\_ is jumping high in the air.
7. The man stood in the \_\_\_\_\_ of his store.
8. Tom took his bat and went to play \_\_\_\_\_.
9. The \_\_\_\_\_ is a noisy fellow.
10. The garden has a border of yellow \_\_\_\_\_.
11. Bring me a \_\_\_\_\_ to sit on.



A tablecloth is a cloth that is put on a table.

In your exercise books, write sentences that explain what each of the following compound words means:

windshield	pincushion	snowdrift
stepladder	footstool	roadside
footprints	fireplace	classroom
spaceship		

[illegible]

Underline the words that have the letter y in them.

Check the right column for the sound that the letter y stands for.

	consonant	vowel ē ī
1. <u>Yeast</u> makes bread rise.	✓	
2. The silly girl spilled her milk.		
3. I'll dry my tears and stop crying.		
4. He found a shiny new penny.		
5. The tired girl yawned.		
6. Tony read a funny story.		
7. The parrot said, "Pretty Polly!"		
8. I saw a good movie yesterday.		
9. Why don't some people try to sing?		
10. Teddy is ready for bed.		
11. We worked in John's yard.		
12. The cyclone went by our barn.		
13. I gave a loud yell, "Yippee!"		
14. The policeman caught the spy.		
15. You are younger than I am.		
16. I like the style of my coat.		

It was a bright autumn day. Walter and Paul were playing ball in a lonely field. Paul threw the ball, but Walter did not catch it. It went over a high wall. The boys crawled over the wall to find the ball. There it was! On some straw.

Suddenly, a big hawk flew down, picked up the ball in his claws, and flew with it to a high rock. There he halted and seemed to open his jaws in a wide yawn. The boys called and threw some sticks at the hawk. Frightened, he flew away, leaving the ball.

---

**Underline the right meaning for each of the words below.**

- |   |   |
|---|---|
| 1. <u>ball</u><br>– a bullet for some kinds of guns<br>– something round that can be thrown | 5. <u>hawk</u><br>– a big bird with a sharp beak<br>– to sell things as a peddler does                |
| 2. <u>wall</u><br>– stones piled up<br>– the side of a house                                | 6. <u>claw</u><br>– to scratch<br>– a part of a hammer<br>– a sharp nail on a bird's or animal's foot |
| 3. <u>crawl</u><br>– a fast way of swimming<br>– move slowly on hands and knees             | 7. <u>halt</u><br>– stop<br>– be lame or crippled   |
| 4. <u>straw</u><br>– something hollow used in drinking pop<br>– the dried stems of wheat    | 8. <u>jaws</u><br>– a part of the face<br>– a part of a tool  |
| 9. <u>call</u><br>– speak loudly<br>– give a name to<br>– make a short visit                |   |

Answer the questions without looking at your reader.

1. Why couldn't the professor and Ronny leave the baby gull on the island? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is a gull colony? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did Ronny name the little gull "Knocker"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What did Ronny feed the baby gull? \_\_\_\_\_  
\_\_\_\_\_
5. Why did Ronny tie a string to Knocker's leg? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why did Knocker suddenly stop eating and flying? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How do we know that Knocker was glad to get back to the gull colony? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Trees fell down. Houses shook.  
The ground moved under our feet.

"It must be an earthquake,"  
said Paul.

2. "I don't know how to do my  
work," said Bill.

"You should know," said the  
teacher. "I told the class what to  
do. You must pay attention."

3. A mouse is a tiny animal, but an  
elephant is tremendous.

4. Ken is a very well-mannered  
boy. He is always polite.

5. "Thank you for helping me  
carry the parcels," said the old  
woman.

"It was a pleasure to help you,"  
said Tom.

6. "What was that?" cried Jane.  
"A bird," answered Jack. "Look!  
It flew against the window and  
fell to the ground."

"Look at the poor thing," said  
Jane. "It's dead."

"I don't think so," said Jack.  
"It's still breathing."

**Read the sentences. Look at the underlined word.**

**Read the meanings. Underline the correct meaning.**

A. The class was dismissed at  
four o'clock. The teacher said it  
was time to go home.

dismissed—not allowed to keep  
a job

—allowed to go, sent  
away

B. Please notice what the animals  
do. I want you to remember so that  
you can draw a picture.

notice—to see, take note of

—a sign put up to give  
directions

C. When Sue got to the curb, she  
stopped until the light turned  
green. Then she stepped down on  
to the road to cross the street.

curb—to stop or pull back

—a raised border along the  
edge of a road

D. He likes to listen to his records  
after school. The music of Mother  
Goose is his favorite.

records—reports set down in  
writing

—round disks that play  
music

1. What is the second letter of the alphabet? \_\_\_\_\_

2. What letter comes before K? \_\_\_\_\_

3. What letter comes before M? \_\_\_\_\_

4. What letter comes after S? \_\_\_\_\_

5. What letter comes after W? \_\_\_\_\_

6. What letter comes between X and Z? \_\_\_\_\_

7. What letter comes between P and R? \_\_\_\_\_

8. What are the first three letters of the alphabet? \_\_\_\_\_

9. What are the last three letters of the alphabet? \_\_\_\_\_

10. How many letters are there in the alphabet? \_\_\_\_\_

Write a numeral — 1, 2, or 3 — beside each word to tell in which part of the dictionary you would find that word.

boy \_\_\_\_\_

mane \_\_\_\_\_

under \_\_\_\_\_

blend \_\_\_\_\_

zero \_\_\_\_\_

real \_\_\_\_\_

crack \_\_\_\_\_

fry \_\_\_\_\_

handy \_\_\_\_\_

difficult \_\_\_\_\_

stain \_\_\_\_\_

west \_\_\_\_\_

vase \_\_\_\_\_

plant \_\_\_\_\_

quart \_\_\_\_\_

colder \_\_\_\_\_

itch \_\_\_\_\_

trail \_\_\_\_\_

noise \_\_\_\_\_

yeast \_\_\_\_\_

➡ Arrange these words in alphabetical order to make a sentence.

- new Don wagon Can go station in Jack's
- girl in to Every seems zippers neighborhood Joan's wear
- dark Mary's tent go After into
- open Never parcels Warren sent to
- insects on jumped Great yard huge their

**102 USE AFTER WORD PERCEPTION LESSON 89** (alphabetizing).

**DIRECTIONS:** In the second part of the page, the pupils are to tell, by writing 1, 2, or 3, in what part of the dictionary they would find each of the words listed.

**Special Exercise:** Tell the pupils to consult the alphabet as they re-arrange these words to make a sentence.

Do you remember some of the rhymes and stories you liked when you first came to school? On this page there is a list of some of them. The people and animals in these rhymes and stories had special homes.

**Beside each title, draw the home and tell about it on the lines underneath.**

Peter, Peter, Pumpkin Eater's Wife

---

---

The Crooked Man

---

---

The Old Woman who had so many children

---

---

The House that Jack built

---

---

The Three Bears

---

---

The Three Little Pigs

---

---

## The Kangaroo

The kangaroo, from Australia, is one of nature's most interesting animals. When a baby kangaroo is born, it is very, very tiny. The mother kangaroo has a pouch, or pocket, in which the baby lives. In the pouch the baby gets its milk and is safe and warm. It stays there until it is about six or seven months old. Even when it is big enough to leave to eat grass and play with other young kangaroos, it jumps back into the pouch at the first sign of danger and to sleep.

The kangaroo can grow to be seven feet tall and to weigh 200 pounds. It has small front legs and very strong hind legs that give it great leaping power. It can easily

jump from five to twenty feet. The kangaroo can run as fast as twenty-five miles an hour. Its long tail is used for balance when it is sitting and for steering when it is running.

Kangaroos live together in groups called "mobs" and often travel great distances in search of food. They eat only grass and leaves. At night they sleep on the ground wherever they happen to be.

The kangaroo usually runs away from danger, but will fight fiercely if necessary. If forced to fight, it uses its front paw to grab the enemy and the large claw on its hind feet to strike and to rip. But the kangaroo likes to live peacefully in the wilds of Australia.

---

By writing R or J, tell whether each sentence is about real kangaroos (R) or about "Joey, the Lost Kangaroo" (J).

- \_\_\_ A kangaroo can jump very far because he has strong hind legs.
- \_\_\_ The little kangaroo's tears made a puddle at his feet.
- \_\_\_ He didn't like the rabbit's burrow.
- \_\_\_ Sometimes a little kangaroo leaves his mother's pouch to play.
- \_\_\_ A kangaroo uses its tail for balance and steering.
- \_\_\_ The kangaroo's friends tried to help him find a home.
- \_\_\_ Kangaroos are very, very small when they are born.
- \_\_\_ Kangaroos don't like to fight
- \_\_\_ The baby kangaroo was happy to get back into its mother's pouch.
- \_\_\_ The kangaroo tried to find a home in a tree.



Can you make up a legend? Try imagining what happened long, long ago to the robin to make its breast red. Write your story on the lines.

# Why the Robin Has a Red Breast

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Write the words under the right rule. Divide each word into syllables.  
Mark the first vowel long or short.

pencil	sister	tiger	pirate
stupid	music	pillow	sudden
pilot	winter	paper	fever
answer	lady	spider	fancy
whisper	pepper		

1. When the first vowel letter in a word is followed by two consonants, the first consonant usually ends the first syllable and the second consonant begins the second syllable.

pen cil		

2. When the first vowel letter in a word is followed by a single consonant, that consonant usually begins the second syllable.

pī lot		



How many syllables do you hear in each of these words?

edge	_____	cucumber	_____	determination	_____
kangaroo	_____	experiment	_____	disappointment	_____
growled	_____	pealed	_____	telephone	_____
comfortable	_____	unhappily	_____	beautiful	_____

1. His green face became red.

---

---

2. She warned him more times than there were spots on a toad.

---

---

3. Gobble Gobble was in a pickle.

---

---

4. He was not one whit bigger than a gherkin.

---

---

5. Mrs. Goblin didn't bother her head a bit.

---

---

6. She was sure that she had lost Gobble Gobble for evermore.

---

---

7. He spluttered and spat the salty water from his mouth.

---

---

---

**USE AFTER READING "GIBBLE GABBLE."**

**DIRECTIONS:** Tell the pupils that these sentences were taken from the story. Have them rewrite each sentence, telling the same thing in another way.

## Peaches and Cream

There once lived an owl in an old apple tree,  
Who loved to eat peaches and cream for his tea.  
He had great big ears which he used when he flew  
To hear the hens cackle and hear the cows moo.  
The sun burned his eyes so he shut them and dozed,  
And soon fell to the habit of keeping them closed.

At a quarter to four he would pucker his brow  
And listen as hard as he could for a cow.  
Then, taking a bucket, he'd fly right away  
To get all the cream that he needed that day.  
But as for the peaches, he hadn't a clue.  
He never could find them, for peaches don't moo.

For the rest of the evening, he'd sit and he'd sigh,  
With his bucket of cream and a tear in his eye.  
"What good are big ears?" he'd complain with a sob.  
"You need both eyes open to help with the job.  
"But *my* eyes are closed as tight as a seam;  
"I'll *never* find peaches to go with my cream."

In another old tree lived another old owl  
Who spent every hour that he could on the prowl.  
His great big round eyes were both open and bright.  
He could see very well, most especially at night.  
But his head was as round as a big, bouncing ball.  
He was deaf as could be, having no ears at all.

Every day his beak watered for peaches and cream,  
Every evening he'd rouse himself out of his dream  
And take a large basket and fly to the west  
To a beautiful orchard where peaches grew best.  
But he never found cream; he just didn't know how.  
For without any ears, he could not hear a cow.

All the rest of the night he would hoot and would groan  
And grumble that peaches were no good alone.

“What’s the use of eyes open?” he’d stamp both his feet.  
“Unless I find cream, my dessert’s not complete.  
“I cannot hear cows, though they moo ’til they’re hoarse;  
“With no ears at all, it’s quite hopeless of course!”

One night as the sun had just started to bed  
And little bright stars twinkled far overhead,  
The owl with big ears took his bucket and flew  
To a black-and-white cow that had started to moo.  
As the tired old sun shed a faint rosy gleam,  
He started for home with a bucket of cream.

At that very same moment, the owl with big eyes  
Was hurrying home with his half of the prize,  
When suddenly, out of the gathering gloom,  
Flew the owl with the bucket, and RATTLETY BOOM!  
The two owls collided with hoot and with scream,  
And were covered all over with peaches and cream.

“Please look where you’re going,” Eyes Open exclaimed.  
“I’m blind,” replied Big Ears, “and not to be blamed.  
“You should listen with care so that when I fly near,  
“The clang of my bucket you’re able to hear.”  
Eyes Open replied, with a shake of his wing,  
“I’m sorry, I’m deaf — I do not hear a thing.”

But when the two owls had their feathers in place,  
And each was removing the mess from his face,  
Big Ears smacked his beak with great hoots of delight,  
Eyes Open just shivered with joy at the sight.  
The impact had joined them in heavenly brew,  
And their dreams of fresh peaches and cream had come true.

Big Ears and Eyes Open now share the same tree.  
One hears very well, and the other can see.  
At sunset each evening they nod and they bow—  
One flies to the orchard, and one to the cow.  
And they feast every night to the utmost extreme  
On baskets of peaches and buckets of cream.

— JOHN CALAM

None of the roads in town were paved in those days, and in summer you couldn't see anything for dust. A water cart used to go round the main parts of town and sprinkle the streets. It had a big tank, and pipes perforated with holes. The driver would press down on the lever and the water would squirt through the holes. It was pulled by horses, of course, and there was always a crowd of us kids running behind it in our bare feet to get sprinkled. And that's another smell I can remember so clearly — that cool water smell as it sprinkled the hot dust.

---

**Read the paragraph and answer the questions.**

1. Why was the road dusty?

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---

2. What was the water cart used for?

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---

3. What made the water cart go?

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---

4. What made the water squirt?

---

---

5. Why did the children run behind the cart?

---

---

6. Draw the water cart.

A nunny bag is a knapsack made of sealskin. At least, that's what it *was*. But if you were to go to Newfoundland to look for a nunny bag, you would find nunny bags in all shapes and sizes, made from all sorts of materials, to hold all sorts of things.

---

**1. What do you think Newfoundland means?**

a place where you can have fun now

a place where people landed right now

a place that no one had visited before

---

**2. Write a word that rhymes with each word below. The word you are to write is in the paragraph at the top of the page.**

money \_\_\_\_\_

beast \_\_\_\_\_

sings \_\_\_\_\_

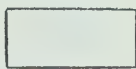
poled \_\_\_\_\_

played \_\_\_\_\_

funny \_\_\_\_\_

---

**3. Find the word in the paragraph and write it on the line.**



All these blocks are different \_\_\_\_\_.

All the words below are names of \_\_\_\_\_.

silk

cotton

velvet

wool

---

**4. Draw nunny bags in all shapes and sizes, made from all sorts of materials.**

Is "Mrs. Goose's Bath" a true story or a make-believe story?

**Check the things that you would find only in a make-believe story.**

- |  |  |
|--|--|
| _____ a goose with a bathtub                 | _____ a boy with red boots                       |
| _____ a bear with a fish                     | _____ a girl playing a piano                     |
| _____ a talking kangaroo                     | _____ a goose with a bathrobe                    |
| _____ cookies growing on trees               | _____ a fairy painting the trees                 |
| _____ a dog chasing a car                    | _____ a lion sleeping in a cage                  |
| _____ a tree growing in a field              | _____ a ruler that went walking<br>with a pencil |
| _____ a snowman running away                 | _____ a book that tells its own<br>story         |
| _____ a chair dancing a jig                  | _____ a cloud moving across the<br>sky           |
| _____ Lady Spring wearing a blue<br>dress    | _____ a goose that lays a golden<br>egg          |
| _____ a little boy keeping a gull            | _____ a goblin in a jar of pickles               |
| _____ a ladder by the garage                 | _____ a fly on a window                          |
| _____ a boy climbing a rope up to<br>the sun | _____ a stove standing in the<br>kitchen         |
| _____ a telephone ringing                    | _____ a mouse that gets shot out of<br>a cannon  |
| _____ a boy who flies to the moon            | _____ a pan trotting down the road               |
| _____ a boy who is on television             |  |
| _____ a man talking to himself               |  |
| _____ a skunk with a hat of flowers          |  |

 **Choose two or three of the ideas above and write a paragraph about each.**

**Write the paragraphs in your exercise books.**

---

**112 USE AFTER READING "MRS. GOOSE'S BATH."**

**DIRECTIONS:** Discuss the directions with the pupils.

**Special Exercise:** Encourage the pupils to develop their own ideas about the topics they choose. Have the pupils read their paragraphs to the class.

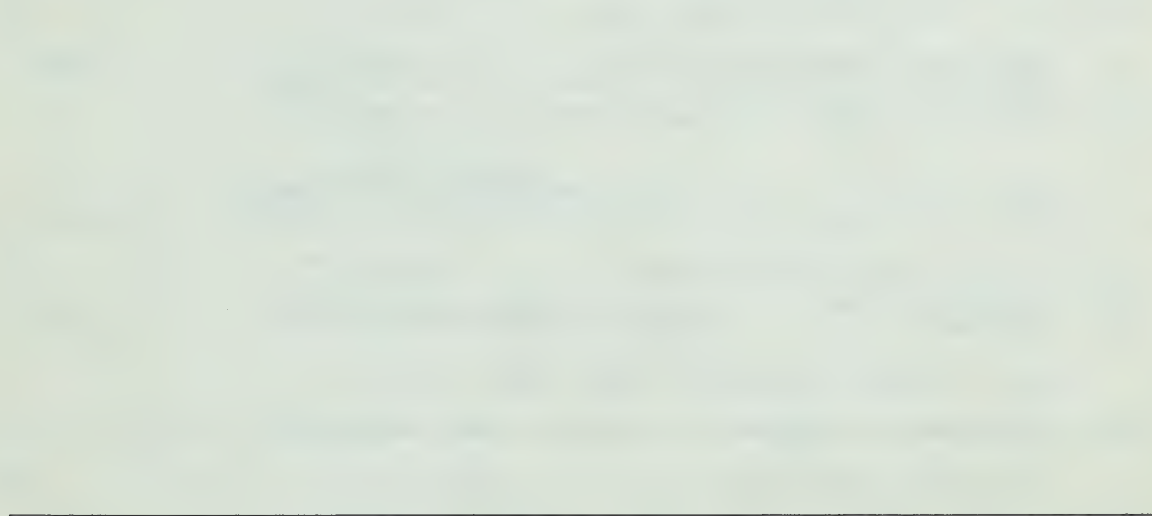
**Read the paragraphs.**

One day three boys were walking to school. One boy's hat was red and he had red mittens. Two boys wore no hats. They had green mittens, and the tallest boy's scarf was the same color. Two boys were not wearing scarves.

One boy had two boxes of crayons to take to school. One was his own and one was his sister's. The smallest boy had five pennies in his hand. He wanted to buy some candies. The last boy had Mother's new red books. He was going to read the stories at school.

---

**1. Think how the boys look. Draw them.**



**2. Draw what each boy had in his hand.**


--	--	--

**3. Underline all the words with endings that mean "more than one."**

**4. Circle all the words with endings that mean "belonging to someone."**

1. A mitt is to a hand as a shoe is to a foot.
2. Eyes are to see as \_\_\_\_\_ are to hear.
3. Sun is to day as \_\_\_\_\_ is to night.
4. Feet are to boys as wheels are to \_\_\_\_\_.
5. Pencil is to \_\_\_\_\_ as brush is to paint.
6. Axe is to chop as knife is to \_\_\_\_\_.
7. Singing is to birds as \_\_\_\_\_ is to dogs.
8. Book is to \_\_\_\_\_ as pictures are to look.
9. Fingers are to \_\_\_\_\_ as toes are to feet.
10. Forks are to eat as \_\_\_\_\_ are to drink.
11. \_\_\_\_\_ is to winter as rain is to summer.
12. Cold is to refrigerator as \_\_\_\_\_ is to stove.
13. \_\_\_\_\_ is to bear as colt is to horse.

---

 Can you think of some sentences like the ones above? Try writing some of your own. Write them in your exercise books.

---

**114 USE AFTER READING "THE WOODMAN'S AXE."**

**DIRECTIONS:** Work one or two of these analogies with the pupils in order to make the pattern clear. Have the pupils write the missing words in the blanks. This exercise may be too difficult for some of your pupils; if so, omit this page for these pupils.



Look at the words on the left.

Add the -er or the -est ending to make the right word for each space.

1. pretty	<p>"My doll is the _____ one of all!" said Jan.</p> <p>"Oh, no, it's not! Mine's _____ than yours!" said Jen. And that is how the quarrel began.</p>
2. ripe	<p>"I'll eat the _____ apple on the tree," said Joe.</p> <p>"Mine is _____ than that one," said Bill.</p> <p>"Oh, no, it's not!" said Joe. And that is how the quarrel began.</p>
3. wise	<p>"I am the _____ bird in the forest," said the owl.</p> <p>"Maybe so! But old fox is _____ than you!" said a rabbit. And that is how the quarrel began.</p>
4. tiny	<p>"I saw the _____ fairy ever!" said Jill.</p> <p>"Why, I saw a wee, wee one. I'm sure it was _____ than yours!" said Lynn. And that is how the quarrel began.</p>
5. high	<p>"I climbed the _____ hill in the country," boasted Pete.</p> <p>"You did not! The _____ hill of all is far from here," said Ted. And that is how the quarrel began.</p>

1. the time when Mrs. Bimm had her green hat
2. the time when Mrs. Bimm had her pink hat
3. the time when Mrs. Bimm had her yellow hat

When did you hear or see these things?

Put the right numeral before each thing.

\_\_\_\_\_ two goldfish in a glass bowl  
 \_\_\_\_\_ the wind  
 \_\_\_\_\_ a pink hat in the water  
 \_\_\_\_\_ the wind waiting by the duckpond  
 \_\_\_\_\_ a pigeon hopping between a little boy's legs  
 \_\_\_\_\_ a bird singing  
 \_\_\_\_\_ two dragonflies on a hat  
 \_\_\_\_\_ a door closing  
 \_\_\_\_\_ Wooooo-ooooo-ooooo!

\_\_\_\_\_ "ooooooooooooooooOOWW  
 WWWW"!

\_\_\_\_\_ glass breaking  
 \_\_\_\_\_ a lady looking at goldfish in a bowl  
 \_\_\_\_\_ a hat in a tree  
 \_\_\_\_\_ a lady going out of her house  
 \_\_\_\_\_ a little boy crying  
 \_\_\_\_\_ a hat with water in it  
 \_\_\_\_\_ a little boy smiling  
 \_\_\_\_\_ a hat sailing through the air

 In what other way do you think these hats could be used?




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# 116 USE AFTER READING "MRS. BIMM'S THREE HATS."

**DIRECTIONS:** Stress with the pupils the three distinct parts of the story. Have them read each phrase and decide to which part of the story it belongs. Then they put the correct numeral on the line.

**Special Exercise:** Remind the pupils how Mrs. Bimm's hats were used. Encourage them to use their imaginations to think of original ways in which the pictured hats could be used.

**A. Add the ending -er to each of these words.**

Put each new word in the space in the right sentence.

bake	train	bank
peddle	shake	ride
trade	teach	

1. The animal \_\_\_\_\_ works with lions.
  2. The \_\_\_\_\_ put the money in the safe.
  3. The fur \_\_\_\_\_ gave the Indian two axes.
  4. Put salt in the silver \_\_\_\_\_, please.
  5. The \_\_\_\_\_ had brushes to sell.
  6. Jeff was the best \_\_\_\_\_ at the rodeo.
  7. The \_\_\_\_\_ made ten loaves of bread.
  8. Our \_\_\_\_\_ teaches the most interesting lessons.
- 

**B. Add the ending -ly to each of these words.**

Put each new word in the space in the right sentence.

soft	sweet	quick
sharp		gay

1. The pretty girl smiled \_\_\_\_\_.
  2. The fairies skipped \_\_\_\_\_ around the flowers.
  3. The teacher spoke \_\_\_\_\_, but still they didn't listen.
  4. The old elves whispered \_\_\_\_\_.
  5. If you run \_\_\_\_\_, you won't be late.
- 

**C. Look at the circled words. Write the root words here.**

_____	_____	_____
_____	_____	_____
_____	_____	_____

---

1. A Dog, carrying a piece of meat in his mouth, was crossing a stream. He happened to look in the water and there he saw his shadow. But he thought it was another dog with a bigger piece of meat. He grabbed for the other dog's meat, but, of course, dropped his own. And then he had no meat at all.

---

2. One day the Wind and the Sun began to quarrel over which one was stronger. They quarrelled and quarrelled. Then they saw a man coming up the road and decided to see which one could make the man take off his coat. The Wind tried first. He blew and he blew

and he blew. But the harder and the colder he blew, the tighter the man pulled his coat around him. Then it was the turn of the Sun. The Sun began to smile, and grew warmer and warmer. And so did the man. Finally he took off his coat.

---

3. One day a Fox was walking down a road. He happened to see a bunch of grapes on a branch high above him. "Just the thing, for I am thirsty," he said. He jumped up, but couldn't reach them. He jumped and jumped, but always missed them. Finally he walked away, saying, "I am sure they were sour anyway."

\_\_\_\_\_ Gentleness is better than force.

\_\_\_\_\_ It is easy to despise what you cannot have.

\_\_\_\_\_ If you are greedy, you may lose everything.

## The Furry, Purry Kitten

The furry, purry kitten got into everything. He got into cupboards with the towels and the sheets. He got into the closets with the coats and the boots. He got into the drawers with the pyjamas and the shirts. He even got into the box with the cakes and buns.

"We have to do something about that kitten!" cried the people in the house.

The furry, purry kitten paid no attention to what the people in the house said. He just sat washing his face with his rough, pink tongue and his soft, gray paw.

When his face was clean enough, he looked around the room with his bright, green, kitten eyes. He padded down the hall to the dining room and looked around again. When he saw a small opening in a cabinet, he went over to take a closer look. Then he wiggled and squirmed until he was right inside. He curled up in a tight, gray ball, with his tail tucked in under his chin, and went to sleep between the glasses and the candlesticks.

"Somebody left the door of the china cabinet open," said the lady of the house, shutting it with her toe. The furry, purry

kitten didn't hear her. He was sound asleep.

When he woke up, he yawned and stretched the way he always did, and his front feet tipped over the candlesticks while his back feet kicked over a glass.

"Look what that kitten has done now!" cried the lady of the house. The furry, purry kitten blinked his green eyes and licked her hand with his pink tongue.

She smiled and tickled him under the chin. "Well, all right," she said, "you're forgiven. But don't do it again!" And she carried him to the chair by the window so he could snooze in the sun.

When the sun went behind a cloud, he jumped down from the chair and walked through the house, his fluffy gray tail sweeping the air. When he reached the kitchen, he looked around and saw that the door of the refrigerator was open a wee bit. He hurried over to look inside.

But the lady of the house slammed the door and almost snapped off his whiskers. "Get out of there," she cried.

The furry, purry kitten swished his fluffy gray tail and stalked out.

— LORRIE McLAUGHLIN

A fisherman's nunny bag would probably be filled with a clasp knife and a lunch and an extra pair of socks; a schoolboy's would be filled with books and hardtack and pencils; and maybe with a sling-shot or sea shells or string.

---

1. Which words help you to figure out the underlined word?

**Draw a line under each word that helps you.**

fisherman's

clasp

string

fish

class

stop

man

climb

stay

man's

gas

ring

big

gasp

strip

---

2. The fisherman had an extra pair of socks in his nunny bag.

**Write the names of some things that you have extras of.**

---

---

3. A clasp knife is like a jack-knife.

Hardtack is a dry, hard kind of bread.

**Draw a fisherman's nunny bag and a schoolboy's nunny bag. Put into each bag the things mentioned in the paragraph at the top of the page. Label each bag.**

## The Grateful Fish

Once there lived in a far country a queer little mite of an old lady. She made her home in a syrup pitcher. Though a syrup pitcher may seem a very odd sort of home to us, it did very well for her.

Every day the little old lady took her basket on her arm and went to market. One day she met a man selling live fish for a shilling apiece. She chose a fine big fish, tucked him away in her basket, and started home.

Just as the old lady was crossing a small bridge over a creek, the fish poked his head out, and said in a wee small voice, "Old lady, please don't fry me in a pan and eat me for supper."

"But I paid a whole shilling for you," she said, "and if I don't eat you, I shall have nothing but bread for my supper."

Tears ran down the fish's face. "Oh, please throw me back in the creek," he said, "and maybe some day I can do you a favor."

Now, the queer little mite of an old lady had the tenderest heart in the world, so she threw the fish back into the creek. He swam out of sight, and the old lady had only bread for supper.

The next morning, as the little old lady was sweeping the steps, she saw a bright new piece of silver money in the dust. So she set out once more for town, where she bought a fine piece of meat. On her way home, she saw the same fish she had intended to have for supper the night before.

"Good evening, little old lady," he said politely.

"Good evening, Mr. Fish," she replied. "Thank you for the silver piece you sent me."

"A thousand times welcome," said the fish. "Is there anything else I can do for you?"

The queer little mite of an old lady thought for a moment, then she said timidly, "Well, I do wish I had a nice little cottage to live in."

"Go on home," said the fish. "Perhaps you may get your wish."

And when the queer little mite of an old lady had crossed the bridge and rounded the turn in the road, there by the tree, where once had stood her old broken syrup pitcher, was the neatest little cottage in the world.

The queer little mite of an old lady was very happy, and she lived there all the rest of her days.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. Joey, the Lost Kangaroo       | 5. The Woodman's Axe         |
| 2. Why the Bear Is Stumpy-Tailed | 6. Mrs. Bimm's Three Hats    |
| 3. Gobble Gabble                 | 7. The Hare and the Tortoise |
| 4. Mrs. Goose's Bath             | 8. A Garage for Gabriel      |

**In which story did you read about these people? Put the right numeral in front of each.**

- |   |  |
|---|--|
| — a man who painted a car                   | — a goblin with a bell around his neck |
| — a mouse with a goblin on its tail         | — a surprised rabbit                   |
| — some animals pushing a kangaroo up a tree | — a man who was greedy                 |
| — a fox with some fish                      | — a very kind, understanding lady      |
| — a bear talking to a fox                   | — a sly fox                            |
| — ladies whizzing by in a car               | — a baby who finds his home            |
| — a fairy going under the water             | — some ducks walking down the road     |

**How many other stories in your reader can you remember? Tell one thing that you remember about each of these stories. Try to do this without looking in your book.**

- |                      |                         |
|----------------------|-------------------------|
| The Wishing Elephant | Running Wolf            |
| The Lion Is Busy     | The Little Angry Skunks |
| Jane's Friend Jerome | Charge It, Please       |
| Lightning and Julie  | Television Stars        |

## Rat-a-Tat Rataplan

Flavia was the smallest witch of Spooky Coven, a cave in the dark forest. She stood before the head witch, Hagatha, clutching her white kitten, Sibell, in her arms. Her head was bowed in shame.

"When will you ever learn the chants?" the old witch screeched. "How many times do I have to show you how to make a thunderstorm? Do you call this drizzle a storm?"

Gentle drops of rain shimmered down softly outside the cave.

"I forgot the words . . ."

"Forgot, forgot," Hagatha screamed. "I forgot how much trouble it is to break in a young witch. Now, listen carefully, again." Hagatha spread her scrawny arms and wriggled her long, bony fingers.

"Hogamy, dogamy, jigamy jolts,  
Thunder claps and lightning bolts."

White spears of lightning stabbed the sky. The thunder rolled and rumbled, then crashed like clanging cymbals in Flavia's ears.

"Now, *that* is a thunderstorm," Hagatha cackled with pleasure. "You try it."

Flavia bit her lip. She had forgotten the words already.

She stroked Sibell's soft fur and tried hard to remember.

"And put that white cat down," Hagatha screamed. "No wonder your spells won't work. A white cat is bad luck."

Flavia sighed and placed Sibell gently on the ground. She spread her chubby arms out wide. Then she waved them five times.

"Mizzle, fizzle, sizzle,  
Let the rain drops drizzle."

"No, no, no!" Hagatha's face purpled with fury. "I should have left you to the wolves when I found you wandering in the forest. Now I'm late for the midnight Halloween haunt. While I'm gone, you *practise* the words":

Hogamy, dogamy, jigamy jolts,  
Thunder claps and lightning bolts.

Off Hagatha flew, and Flavia started to sing the words. Over and over again she sang them, but still nothing happened. She was sure that she had the words right. So what was wrong now?

Then she remembered! A witch doesn't sing — she mutters. Flavia began to mutter. And at the word "bolts," the lightning flashed and the thunder roared!

"I've done it! Oh, I've really done it," cried Flavia.

— ESTELLE SALATA

## The Lazy One

Two weeks passed. The young beaver were growing, their fur was getting long and thick. They stayed awake longer now and wrestled and rolled with each other. The Gentle One showed them how to sit up and balance themselves with their flat, scaly tails and how to comb their fur with the long claws on their front feet. The Wise One taught them how to hold the green sticks and nibble the bark.

The Clever One learned quickly. He was the biggest of the four kittens and he was always hungry. The Noisy One and Little Buck spent most of their

time playing. The fourth beaver they named the Lazy One. The Lazy One did not want to do anything but curl up with his nose between his front feet and sleep. The Ancient One shook his head at the Wise One and looked very worried. A beaver must learn and work in order to live. The Gentle One scolded and spanked, but the Lazy One refused to learn. He would not learn to nibble the sticks. He would not learn how to comb his fur. He would not learn how to balance himself on his tail. He would do nothing but sleep.

— MARY DOHERTY SMITH

Choose the right meaning for each word.

The meaning you choose should fit the way the word is used in "The Lazy One."

passed— 1. move

2. went by

3. hand around

balance— 1. a scale for weighing

2. not falling over

comb— 1. the wax in which bees put honey

2. something with teeth used to smooth the hair

3. the thick, red piece on a chicken's head

bark— 1. sharp sound that a dog makes

2. scrape the skin from

3. outside covering of trees

roll— 1. move by turning over and over

2. rise and fall again

3. a kind of bread

fur— 1. clothes made of fur

2. the soft coat of hair that covers animals

Tell how each of the animals felt when he said these things.

Write the words on the lines.

gloomy                  sad                  surprised                  frightened  
depressed                  scornful                  worried

1. "He was going to put an end to me." \_\_\_\_\_
  2. "What's to become of me?" \_\_\_\_\_
  3. "You look like a week of wet Sundays." \_\_\_\_\_
  4. "You need *me*?" \_\_\_\_\_
- 

pleased                  happy                  delighted  
miserable                  sorrowful                  terrified

5. "Cheer up, friend." \_\_\_\_\_
  6. "Some bones with meat on them would be just the thing!"  
\_\_\_\_\_
  7. "I have an idea!" \_\_\_\_\_
  8. "Goblins! Ghosts! Giants! Run! Run!" \_\_\_\_\_
- 

excited                  discouraged                  fearful  
gay                  relieved                  pleased

9. "Hurrah! It worked!" \_\_\_\_\_
  10. "We can't live in that house any more." \_\_\_\_\_
  11. "We got rid of the robbers." \_\_\_\_\_
  12. "Our masters will never find us here." \_\_\_\_\_
- 

USE AFTER READING "THE FOUR MUSICIANS."

**DIRECTIONS:** Words of the speakers are clues to their feelings. Have the pupils match the phrases and words to describe the feelings of the speakers.

# My Spelling Lists

1. then said an can man ran	2. eat all call fall ball tall mother	3. have any green tree brown dolls cars	4. help they that why when story	5. went who funny pretty happy work	6. there over fast faster fastest brother
7. going now has cup fell hit got apple	8. best new cake cone hide game dress	9. walk stop how house grow slow school	10. found them can't don't didn't	11. wish just took room feet seem father	12. your tell cut cutting bigger biggest lady
13. open opened opening girl or letter	14. looked put hard horse first birthday	15. before after babies ladies	16. read reads thing think morning	17. better much face cry bag large milk	18. from were farm farmer men

19. ride what cent cost sister	20. cannot good-bye anything buy keep penny pennies	21. away say boat coat road where shall child	22. train wait each ear dear name near city cities	23. slowly kind kindly their give bus zoo
24. saw paw because gave want wanted doctor animal	25. candy eye fly yet made make shoe write	26. night right caught off clean children please thank	27. quick boxes these use ask afraid ice	28. used quiet little those television talk show
29. coming doing upon forget need next week once	30. I'll I'm I've it's been than bad	31. about along every hop hopped hopping jump	32. seven until with color soft white	33. food phone again under fire

34. know climb wrap everyone everywhere soon snow time	35. cookies eight tried almost more must Miss	36. take taking which other many does heat hand	37. leaf leaves would could five four	38. airplane chair seen head hear heard very never live own
39. try draw watch goes win sad	40. gay gray yard cried home door	41. done gone pulled pulling hold held tale tail long	42. stand stood still I'd he'd climb told	43. bring drink glad grass nice bath soap water
44. dishes grades moon's yours lost gold silver fairy	45. prettier prettiest few most last wind	46. baker cleaner worker round around race	47. only herself ever well won't talk rode	48. short shut such isn't six top



## LEVEL 4

# INDEX OF SKILLS

### EXERCISES THAT FOLLOW LESSONS IN WORD PERCEPTION:

**Using the Context to Identify Words:** pages 1, 4,  
27, 49, 74, 101

**Visual-Auditory Perception of Consonants and  
Consonant Combinations:** pages 2, 5, 7, 9, 11, 41,  
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